

GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE Report



SEPTEMBER 1, 1999

Mel Camahan
Governor
State of Missouri

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August 23, 1999

The Honorable Mel Carnahan
Governor, State of Missouri
Missouri State Capitol - Room 216
Jefferson City, Missouri 65101

Re: Governor's Task Force on School Violence

Dear Governor Carnahan:

I am very pleased to provide you with the report of the Governor's Task Force on School Violence.

As you know, we conducted five public hearings around the state to seek input on the issues related to school violence. In addition, we encouraged written comments on the issue. At the public hearings we heard from approximately 60 presenters. We also received a great deal of written testimony and comments for our consideration.

During this process we heard from students, parents, counselors, teachers, school superintendents and others. The information was reviewed and discussed by task force members who contributed their own experience and education to the process.

I would like to thank and commend you for the tremendous talent represented on the task force. They were excellent representatives of their disciplines and committed a great deal of time and energy to this effort.

I hope that this report and the recommendations meet with your approval. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature of Gary B. Kempker is written over the typed name and title.

Gary B. Kempker
Director

GBK/jm

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Introduction

Violent acts in our nation's schools over the course of the last few years have gained national attention; although data indicates that schools overall continue to be one of the safest places for children. Extreme acts of violence such as seen in Jonesboro Arkansas, Littleton Colorado, and elsewhere have caused increased fear of violence in communities. Schools have always represented a place for learning and safety for our children. While crime can occur anywhere, society has always been especially sensitive to the needs of children. Recently acts of school violence have involved children as the perpetrators. The idea that such violent acts can occur even once is shocking; however, over the past few years the nation has witnessed numerous violent acts in communities across the nation.

Recognizing the need to identify ways to prevent school violence, in May of 1999, Governor Mel Carnahan appointed the Governor's Task Force on School Violence. The mission of the Task Force was to collect and compile information, and then make recommendations to the Governor regarding steps that can be taken to prevent violence in Missouri schools. Through these efforts preventive measures were identified to assist schools in preventing and responding to school violence issues.

The Task Force heard testimony in five communities across Missouri. Public hearings were held in Jefferson City (May 24, 1999), Springfield (June 3, 1999), St. Louis (June 10, 1999), Lee's Summit (June 14, 1999) and Sikeston (June 21, 1999). Because school violence affects the entire community, the Task Force heard from students, teachers, principals, school superintendents, law enforcement, mental health professionals, parents, and juvenile justice professionals. The Task Force also heard testimony from a retired detective who assisted in the investigation of the school shootings in Paducah, Kentucky. In addition, we received a great deal of written information from interested parties from around the state.

The information received was extremely valuable to the Task Force. It was apparent that the commitment to preventing school violence is statewide. Common throughout the testimony was the expressed need for increased resources to schools, parental involvement and most of all, communication and collaboration between schools, parents and various agencies.

After hearing testimony and reviewing input from across Missouri, the Task Force began the process of identifying the recommendations. Using the information collected and their own experience and expertise, the Task Force compiled the recommendations contained in this report. There are eight broad recommendations, each with sub-sections. These recommendations are:

- Provide a secure environment conducive to learning.
- Increase / enhance parental involvement.
- Promote community-wide partnerships between schools and other appropriate agencies.
- Establish violence prevention and follow-up services for children and their families.
- Limit accessibility of weapons (as defined in Section 571.010 RSMo) to children.
- Increase the number of qualified school counselors

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

- Provide recourse to communities through legislation in response to school violence.
- Increase, redirect or provide more flexibility in obtaining funding for use by school districts.

Obviously there is no simple solution to prevent school violence. School violence is a community problem and must be addressed through active participation from the entire community. Through communication, collaboration, legislation, parental involvement and other measures violent acts in our schools can be avoided.

The recommendations contained herein represent the expertise and experience of individuals from various disciplines and backgrounds who share a common goal to identify and disseminate strategies that will help prevent and respond to violence in Missouri Schools.

Goal

The identification and dissemination of strategies that will help prevent and respond to violence in Missouri Schools.

Task Force Recommendations

Provide a Secure Environment Conducive to Learning

A. Clarify the Missouri Safe Schools Act weapons prohibition to include the entire school campus and activities facility (Section 167.117 (2) RSMo.)

Concern has been expressed that in some jurisdictions the term “school premises,” as used in Section 167.117, RSMo includes only the school building. It should be clear that the prohibition on weapons should include the entire school area to include playgrounds, parking lots and school sponsored events.

* To accomplish this, legislative action will be required.

B. Develop a site specific plan based upon the Missouri Model School Crisis Response Plan.

Essential to an effective crisis response plan is collaboration/ coordination between the school, law enforcement, fire, emergency medical services and other stakeholders such as the media, hospitals, parents and others identified in the Model School Crisis Response Plan. The Model School Crisis Response Plan emphasizes that stakeholders are involved in the development of any response plan; in addition, it stresses the need for drills and exercises of any plan to make it as effective as possible.

C. Through a school safety review, communities should review the need for security measures such as:

- equipment (cameras, video recorders, door locks, metal detectors)
- School Resource Officers, D.A.R.E. Officers, police liaison and school district security/safety personnel
- visible student photo ID system
- adult hall monitoring
- dress code
- school uniforms
- mesh / clear book bags
- dual textbooks
- first aid / CPR training for staff / faculty / students
- closed and controlled campus

D. Mandate that communication providers provide support to trap / trace incoming telephone and Internet messages when requested.

Among the problems faced by school administrators are bomb threats. While every threat must be taken seriously, the majority of alarms are false. False bomb threats cause lost school time, expense and fear. In order to combat these threats, whether real or false, a means to trace/trap the calls is needed. Schools must have the capability to trace/trap threatening phone calls as well as threats received over the Internet. After receiving a threat to the school, a process in cooperation with phone companies and others is needed to identify the caller or caller's location.

* To accomplish this, legislative action may be required or collaboration with service providers may be possible.

E. Involve communities in monitoring compliance with the Missouri Safe Schools Act.

By promoting a clear understanding of the Missouri Safe Schools Act communities can assist schools in compliance with the Act. This can be accomplished by providing parents with a copy (including explanations) of the Act. The general public can be informed about the Act by presentations at meetings (i.e. P.T.A. meeting, school open house, Rotary, Lions and other organizations). When parents and the general public understand the Act, they will be more willing and able to abide by the conditions. An informed public reduces rumors and misunderstandings.

F. Revise Section 575.090, RSMo to include weapons of mass destruction.

Currently Section 575.090, RSMo covers only false bomb reports (including other explosives). With the increased knowledge and availability of such weapons as chemical/biological agents, it is important to include the words "other weapons of mass destruction".

* To accomplish this, legislative action will be required.

INCREASE / ENHANCE PARENTAL INVOLVEMENT

A. Schools should establish a climate conducive to parental participation and involvement.

Schools should provide as many opportunities as possible for parents to become involved in their children's school life.

- Form or encourage participation in organizations such as PTA/PTO.
- Schedule more parent/teacher conferences.
- Encourage parents to become mentors within the school.
- Encourage parents to volunteer for school related activities.
- Utilize parent volunteers rather than (or in addition to) school staff for hall monitoring.
- Utilize parents as lunchroom monitors, this will increase parental awareness and assist the school in keeping order.
- Increase the number of open houses at the school. More open houses at the school may increase parental awareness and involvement in school life.

B. Parents should become involved in school activities such as PTA and field trips.

While schools should provide the opportunity for parental involvement, the parents must then use the opportunity to be involved.

C. Parents need to demonstrate respect for teachers and school personnel, and pass this respectful attitude on to their children.

Children will often pattern their response to others by examples their parents set. It can be difficult for educators to work with students who do not respect and are encouraged not to respect the educator. Parents who display disrespect for educators make this process even more difficult.

D. Parents should visit the school on a regular basis.

Essential to understanding the educational process of their children is open communication with the school. Parents should be familiar with the school, school officials, teachers

and staff and involve themselves in the child's student life. Additionally, by visiting the school the parents may observe behavior that could be warning signs of potential problems with their child. By visiting the school and being involved on a regular basis, parents help their child feel pride and ownership in the school. It also demonstrates to the child that their parents are interested in their well being.

E. Encourage all parents to participate in the Parents-As-Teachers program.

Parents-as-Teachers services are offered free to all parents of children from birth to age 5. On average, forty-two (42) percent of families eligible participate in the Parents as Teacher program. Parent educators provide developmental information about a child's growth and development. The link that Parents-as-Teachers provide to schools is the foundation for good working relationships throughout their entire school life. Parents who are connected with Parents-as-Teachers are more likely to be involved in their child's education and place greater value on their child's early years. This bond sets the stage for productive parent-child relationships.

F. Strengthen communication between parents and schools to increase parental involvement and awareness in their student's school life.

Parents who give and receive regular communication with schools are more likely to resolve problems and concerns in a productive way. Communication includes not only traditional newsletters and mailings, but also conferences, phone calls and direct contact between the school and parents. Parents who are aware of the school's activities, expectations, and goals are more involved in supporting a safe environment.

A natural progression from the Parents as Teachers program takes place when districts participate in Practical Parenting Partnership (PPP). This program stresses parent education that is offered through the school and provides the family of school age children with resources and techniques.

This program also strives to involve the whole community in providing optimum growth opportunities for children.

One hundred sixty-two (162) of the 524 districts in Missouri currently subscribe the Practical Parenting Partnership. The program management is funded through DESE Professional Development Grants and Federal funds. School Districts are required to pay a fee for training.

PPP offers a multitude of workshops among which include:

1. Healthy Minds and Healthy Babies, a method to assist schools, parents and communities in helping students make wise choices to achieve optimal well-being.
2. Home-School Communication – This training provides activities that explore ways schools can make vital connections with families.

G. Parents should make an effort to know where their children are at all times what their activities are and be accountable for their children.

Knowing who a child's friends are and what they like to do, may provide a parent a tremendous advantage in preventing activity that could be unsafe for their child or fellow students. Particular attention should be paid to children's activities on the Internet. In today's society, both parents must work in many cases, therefore there are many more "latchkey" children. It is important that all parents keep an open line of communication with the child and the school in order to identify problems and to prevent problems from escalating. Parents should be supported by training and social supports. Early identification of potential problems can be achieved when communication occurs between the school and parents regarding suspicious writings or activities are observed.

Many threats of or acts of violence result in substantial costs to the school district and others. Efforts should be made to hold children and their parents accountable for the costs of such acts.

H. Educators must be parent and child-friendly (child centered); school employees must demonstrate respect for all parents and students.

Through mutual respect between teachers, parents and students trust can be developed in the student. This in turn may discourage anger directed at fellow students, faculty and parents.

It is important that educators display a friendly and child-focused demeanor. They should make the students and parents feel at ease, important and respected.

Promote Community-Wide Partnerships between Schools and Other Appropriate Agencies

A. Expand “Caring Community” model to more school sites (PK-12) and to include more agencies.

The Caring Communities model promotes collaboration and partnerships between schools, communities, families and service agencies including state government programs. This model should be expanded to more schools to strengthen the involvement of service agencies, the community and families in student's lives. The cornerstone of this model is early prevention and intervention. Programs involving multiple systems that impact children such as schools, families, community agencies, the faith community and others have shown success in promoting resilience among children and preventing violence. The departments of Elementary and Secondary Education, Mental Health, Health and Social Services and Industrial Relations work together on this project.

Currently, we have only 100 sites within only 30 school districts (out of 524). This program could provide a vehicle for ensuring success with our youth if expanded throughout Missouri.

The Department of Public Safety is currently not included in the Caring Community effort. Their inclusion may bring programmatic resources in the areas of prevention, domestic violence prevention and victims services into the resources available under this model.

B. Develop a team within the school comprised of appropriate school personnel, community agencies, and individuals to support students and families who need help.

Through a team approach, assistance can be provided to a student (or their family) that may assist the student in their academic efforts. For example, there might be a student whose mother is the victim of domestic violence; through a team approach, assistance may be provided to assist the family. The assistance may include arrest of the abuser, counseling for the family and temporary shelter if needed. By stopping the cycle of violence in the home of the student, the

team may be preventing the chance of the violence from one student's home spreading to the school.

This team would work together to address school safety issues and community involvement and involve such groups as:

- police agencies
- school counselor and other appropriate school personnel
- social workers
- mental health professionals
- juvenile justice professionals

C. Expand school / business partnerships to enhance school safety issues such as:

- problem solving
- mentoring

Through partnerships between schools and businesses, students can be exposed to positive role models, receive guidance and learn essential lessons in being successful. In some instances schools receive technical and financial assistance through such partnerships. Positive interaction between members of the business community and students may provide students an opportunity to learn to solve their problems without resorting to violence.

D. Place more social workers, psychologists and mental health workers into schools.

More professionals are needed to provide students and staff with resources to assist with the emotional needs of students. Many schools have too few of these professionals and they are unable to monitor students on an individual basis.

E. Increase police agency presence and involvement in schools.

An increased presence of peace officers in the schools can have a two-fold positive effect. The actual presence of peace officers can provide a feeling of security to students, faculty and staff. Secondly, with the right type of peace officer (as through School Resource Officer programs), the officers and students learn to break down barriers that normally exist between police and youth. The officer can become someone the students can talk to about such matters as conflict management and problem solving.

F. Use the expertise of mental health professionals and other appropriate agencies and individuals to train school personnel and parents on how to prevent / respond to violence.

In some homes and schools, parents and educators fail to respond effectively to early signs of potential violence. This in large part may be due to a lack of understanding as to what action could be taken.

Changes in behavior can be early warning signs of a troubled child. Mental health professionals can assist in educating parents, educators and others involved with the child about symptoms that require special attention. The involvement of professionals and the training of key personnel can help ensure that appropriate services are made available. The involvement of professionals can result in workshops and clinics for parents and school personnel on subjects such as dealing with conflict, development of crisis plans, etc.

G. Collaborate with early care and education providers to teach appropriate strategies for social skills. (Getting along with each other).

If children are able to learn how to be polite and how to deal with negative feelings they may be more able to succeed later in life both socially and professionally. Proper training in this area can also prepare children for future challenges such as dealing with anger.

H. Improve reporting by law enforcement to school officials of violations detailed in The Missouri Safe Schools Act for students age 17 and over.

Currently there is some confusion on the part of school administrators and law enforcement regarding the type and extent of information they can share regarding students.

Efforts should be made to clarify the Missouri Safe Schools Act as it relates to the exchange of information between police agencies, the courts and schools. Some students are under the jurisdiction of juvenile courts while some other older students are adults as the law applies. Close coordination between the school and police agencies can facilitate the proper exchange of information between those parties. The identification of a coordinator for the school and the police agency can promote a close working relationship and improve the communication between those groups.

Establish Violence Prevention and Follow-up Services for Children and Their Families

A. Provide continuous life skill, conflict management and ethics training for students (PK-12), school personnel and families.

By providing these skills, people will have a better understanding of how to successfully interact with others and how to handle conflicts. It could also help instill the principles of ethics. With these attributes, possible violent situations may be avoided.

B. Fully implement Missouri's violence prevention curricula.

Schools play a fundamental role in the communities' response to violence prevention. This is true not only because of the role schools can play in the lives of children and families, but also because it is one of the places that children may be victimized.

The components of the curriculum are:

- 1) Discipline
- 2) Conflict Resolution
- 3) Abuse (Physical, Emotional, and Substance)
- 4) Anger Management
- 5) Positive/Negative Peer Relationships
- 6) Citizenship Education

C. Utilize the Show-Me Standards as outlined in Section 160.514, RSMo.

Many of the Show-Me Standards deal with issues related to violence prevention. Schools are encouraged to integrate these standards into their existing curriculum.

The Show-Me Standards emphasize problem-solving, decision-making and thinking. The violence prevention curriculum is closely connected to teaching children strategies for resolving conflict without force. The same concepts embedded in the Show-Me Standards are vital to violence prevention. It is critical that school districts incorporate the Show-Me Standards that deal with problem-solving in all academic pursuits.

The Missouri Prevention Curriculum Frameworks should be aligned with the “Show-Me Standards”.

- Examples of teacher lesson plans which indicate the appropriate “Show Me Standards” should be included as resource materials.
- Teachers need to integrate the Violence Prevention Skills Frameworks into their already existing curriculum. Students learn from observing the behavior of others. It is essential that teachers and other key personnel (counselors) know the skill they expect students to master and model them appropriately.

The Show-Me standards are a blueprint by which local districts may write a challenging curriculum to help all students achieve maximum levels of performance. These same standards should be used in implementing components of Missouri violence prevention curricula.

There are four goals:

Goal 1 – Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Goal 2 – Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Goal 3 – Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Goal 4 – Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

The Show-Me goals provide the map to teaching our children how to gain the right information, how to analyze and apply that information, how to communicate effectively, how to recognize and solve problems and how to become responsible members of society.

D. Add the element of “consumption” to the offense of possession of an illegal substance include offender treatment as part of adjudication.

Currently students may come to school (or other places) under the influence of alcohol or other drugs but because they were

not observed consuming the drugs little or no action can be taken. By making it possible to charge possession of illegal substances by consumption, schools and law enforcement have more options in dealing with the problem.

Often violent or illegal acts of students or juveniles are committed under the influence of drugs or alcohol. Currently little action can be taken unless the person is observed consuming the drug. Being able to charge possession by consumption would allow schools and law enforcement to have some authority in dealing with, or avoiding, possible problem situations.

At the present time possession by consumption can only be charged in cases where driving of a vehicle is involved under the "Zero Tolerance" law. Expansion of this tool would provide law enforcement and educators with options to deal with students in situations where alcohol or other drugs are being used by students.

* To accomplish this, legislative action will be required.

E. Initiate / expand programs that teach respect for self and others as well as tolerance for diversity.

Teaching others the importance of respect will help give students a sense of self worth and appreciation for the value of life. Communication and reinforcement of clear, consistent norms about behavior such as respect, has shown success in preventing violence. Many violent acts are committed by those with little value placed on life as a whole.

F. Promote services for the appropriate emotional development of all children.

If children's emotional development is made a priority at a young age, hopefully many problems can be detected and dealt with before more dangerous actions occur.

G. Promote a student directed anti-violence message by giving students skills and opportunities to use their skills in such areas as:

- peer mediation
- conflict resolution
- anti-violence clubs / anti-drug clubs
- safety patrols

Using peers as a resource for discussing various problems sends a message that fellow students are concerned and

willing to help. It could also be a way to compile useful suggestions.

H. Provide more opportunity for all students to be recognized by, and connected to, their school's community taking into consideration and recognizing:

- school attendance
- academic success
- peer pressure
- student population
- gang activity
- teacher attitude / expectation
- alcohol and other drugs
- violence
- opportunity for student involvement
- parent involvement

If school and the community stress the importance of some of these issues and encourage student participation in promoting positive ideas and dealing with the problems, many students may have greater opportunities for positive involvement in the school and community.

I. Provide opportunity for more interaction between faculty / students; including more positive role models.

For many children, educators may be the best possible source for a positive role model. It is important that students have the opportunity to interact with positive role models to provide the guidance, hope and encouragement to succeed.

J. Provide risk-free opportunities for students and parents to report potential safety threats. Schools and communities should consider:

- toll-free hotline
- drop box (A drop box is a means by which students may "drop" in notes with concerns or suggestions. The drop box provides a means for students to report problems while remaining anonymous.)
- community collaboration / crime tip hotlines

Efforts are currently underway to establish a statewide, toll free, hotline to promote notification to schools of potential problems.

There are times when either a parent or a student receives information that could defuse a potential violent situation, however they do not report the threat because they feel threatened by one or more persons involved with the activity.

This threat can either be direct or implied. Regardless of the reason, information is not passed on. Through such efforts as crime tip hotlines and other hot-line phone numbers, information can be passed on without the reporter fearing for their safety.

Limit Accessibility of Weapons (as defined in Section 571.010 RSMo) to Children

A. Require gun manufacturers to provide trigger locks on all new weapons sold in Missouri.

Many tragedies could be avoided if handguns had not been available in a condition in which children could fire them. Trigger locks provide a means where by even if the weapon is accessible the child would be denied the ability to fire the weapon. Firearms have been taken to school by children who were curious and wanted to show their friends; on the other hand firearms have been taken to school by children for the purpose of causing harm. Regardless of the reason why the child takes the firearm to school, if the firearm has a trigger lock the firearm is not operational. It should be emphasized that trigger locks do not replace the need for securing the weapon from access by others, but they do provide one more safeguard against tragedy.

* To accomplish this, legislative action will be required.

B. Parents should be held accountable civilly and/or criminally for negligence in providing access to weapons (as defined in Section 571.010 RSMo) if used in conspiracy or commission of a violent crime.

Many tragedies involving firearms could have been avoided if parents had taken steps to deny access to the weapon. Parents should realize that if they fail to demonstrate sound judgement in securing firearms they could face serious consequences.

* To accomplish this, legislative action will be required.

Increase the Number of Qualified School Counselors

A) Review certification requirements for counselors

It is recommended that the requirements for certification as a school counselor be reviewed. It has been reported that the number of hours required and other barriers make it difficult to acquire professionals with the required training for school counselors. As a result, many non-certified teachers are placed in positions to act as “counselors”. Current barriers discourage educators from pursuing specialization in this area.

The ratio of students to counselors in many schools is so large that there is no opportunity for counselors to fully be aware of, and monitor the progress of, students needing services.

Although the certification requirements approved by the State Board of Education call for a minimum of 24 semester hours of approved graduate credit in courses in guidance and counseling, they also call for completion of a planned program that offers recommendation for certification from the designed official of a college or university. In many cases, the Masters Degree programs require far in excess of the minimum required by the DESE.

Provide Recourse to Communities Through Legislation in Response to School Violence

- A. Amend the Missouri Safe Schools Act to provide for school officials discretion to allow permanently expelled students back in school if the expelled student successfully completes a treatment program or has demonstrated significant behavioral improvement.**

Currently there is no recourse for communities to deal with these individuals after they have been expelled. If the child demonstrates they are making an effort, then school administrators should have an option available to them to allow the student to continue their education.

- B. Research potential compliance sanctions to ensure all schools/agencies comply with the Missouri Safe Schools Act concerning discipline records and compliance with Sections 167.122 and 167.123, RSMo.**

Many districts have had the experience of not being able to obtain the records of students who have been placed in group homes. Access to these records is essential because many of these students have special needs or have been involved in situations that the school district should be aware of.

Currently there are no sanctions for schools or agencies that do not comply with the Safe Schools Act. Appropriate sanctions should be in place to ensure compliance.

- C. Consider legislation to include psychological behavioral screening as a part of the health assessment of all children/adolescents.**

Including psychological screening for emotional and/or behavioral problems as a part of a child/adolescent health screen is important in order to assure early detection. Early intervention significantly improves treatment outcomes. If left undetected or untreated, some emotional or behavioral problems increase to the point where the individual begins behaving in ways that are a danger to themselves or others. Use of a simple screening tool could help families assure that children at risk are identified and receive treatment as early as possible. This standard of care should be promoted and adopted comprehensively.

D. Provide legislation exempting reporting officials from civil liability for reporting information relating to school safety if the information is reported in good faith.

Currently many school administrators are concerned that if they pass on information about the student, even if given in good faith, they may still be held liable by the student or their family.

We should exempt school district officials, administrators, teachers, counselors and any other school district employee, from civil liability for reporting information relating to school safety, if the information is reported in good faith. The precedent has been established for school districts when reporting to proper authorities on child abuse.

School officials often know information about children and families that they cannot prove. But they clearly have inside information and first-hand knowledge. This kind of information should be reported and school officials protected even if the information is not substantiated.

Increase, Redirect or Provide More Flexibility in Obtaining Funding for Use by School Districts

A) School districts could use this funding for such efforts as:

- successful alternative programs for students;
- new alternative programs for students;
- incentives for collaborative efforts in alternative programming for student;
- funding for safe school coordination;
- safety equipment; and
- innovative programming to improve school safety

Summary of Public Testimony

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

JEFFERSON CITY May 24, 1999

The Jefferson City hearing of the Governor's Task Force on School Violence took place on Monday, May 24, 1999. The hearing was held at Lewis & Clark Middle School in Jefferson City from 7 p.m. until 10:15 p.m. Fourteen witnesses offered oral and written testimony.

Eleven commissioners attended the hearing, which was chaired by Gary B. Kempker. The commissioners that were present were: Gary Kempker (Chair); Helen Ann Hatridge; Dan Colgan; Barbara Burns; Jacquelyn White; Gregory White; Mark Steward; Thomas Malecek; Marilou Joyner; Patricia Joan Henley; and Lynn Beckwith.

Testimony

Major Steve Ijames Springfield Police Department

Major Steve Ijames of the Springfield Police Department raised two questions:

- 1) What did we do yesterday that caused this to manifest itself today?

He stated that he believes we have sent mixed messages to our children on most critical issues and this lack of accountability on our part has led us today where we are.

- 2) What can we do to safeguard those we are sworn to protect?

He believes the first step is to conduct pre-incident planning and preparation and address the critical elements of threat assessment, incident command, operational philosophy and safety prioritization.

Recommendations:

1. The role we as adults play in the environment that shapes and molds the decision making abilities of our children.
2. The process of pre-event planning to address such disasters; before they occur.
3. The steps we can take to physically preclude such activity in the future.
4. Need to have blueprints of the schools and all officers need to be familiar with the layout of the schools in their districts.

Becky Snodgrass Student Assistance Program Counselor Jefferson City High School

Ms. Becky Snodgrass is a Student Assistance Program Counselor in the Jefferson City High School. She emphasized the importance of open communication between everyone involved. Whether that communication would be between parents, schools, teachers, counselors, other students, mentors or school resource officers.

She stressed how important it was to get students who are needing assistance in dealing with personal/social issues in proactive classes.

She mentioned that those classes should start in elementary school.

Recommendations:

1. More individual, personal student contact by teachers, counselors, administrators and caring adults is important in preventing violence in schools. It can be achieved through

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<p>classroom lessons, counselor contacts and mentoring.</p> <p>2. Everyone needs to be listened to. She mentioned that perhaps if we take the time to make contact with students and really listen to them, we can prevent them from striking out at others.</p> <p>Sheila Plummer Teacher Jefferson City, Missouri</p> <p>Ms. Sheila Plummer is a teacher with the Jefferson City, Missouri School District. She stressed how important it is that the entire community be involved during a child’s preschool, elementary, adolescent, and post adolescent years. She also stressed how important positive messages/attitudes are in a child and how we deal with that child. Everyone needs to reinforce the positives in a child’s life.</p> <p>Sherry Colwell PTA President/Parent Columbia, Missouri</p> <p>Ms. Sherry Colwell is a PTA President and parent in the Columbia Missouri area. She emphasized how important it is to have resource officers, parental supervision in schools and mentors in the school system. She mentioned that some responsibility has to fall back on the parents and the students for their actions.</p> <p>Recommendations:</p> <ol style="list-style-type: none">1. Resources such as more administrative help, crisis counselors and resource officers are critical, but also as a parent she thinks a renewed commitment to awareness responsibility is critical – knowing where your child is, knowing who he or she is with, and knowing what they’re doing.2. As a community, school and parents, we need to insist our students take	<p>more responsibility/ownership in a safe school.</p> <p>Evan Meier Student Rockbridge High School – Columbia</p> <p>Ms. Evan Meier is a student at the Rockbridge High School in Columbia Missouri. She felt that “at-risk” kids are targeted in our school community. They feel they are cut-off from that community in activities, sports and harassed by peers. She mentioned that they feel like no one listens to them and if they do talk they are harassed and intimidated by other classmates. We need to look at how we define “at risk”.</p> <p>Recommendations:</p> <ol style="list-style-type: none">1. Involve all of the community in decision making in the school community.<ol style="list-style-type: none">a. Gives students ownership of schools.b. Help parents feel comfortable.2. Allow kids freedom to make choices<ol style="list-style-type: none">a. Feel like they have control over own life.3. Responsible use of “warning signs”.<ol style="list-style-type: none">a. Don’t accuse kids.b. Don’t exclude kids because of differences.4. Cross social-group contact.<ol style="list-style-type: none">a. Get kids to meet people outside their clique.b. Teachers can help kids meet more people. <p>Ryan Ripple Student Hickman High School – Columbia</p> <p>Mr. Ryan Ripple is a student at Hickman High School in Columbia Missouri. He mentioned that he believes that the hatred and apathy that is between students is caused by the size of the schools. He believes that school can help alleviate the enormity of their facilities by</p>
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dividing up into smaller counseling or discussion groups and an increase in communication between all parties involved. He believes that communication channels need to be opened up between students and teachers so that all feel that are included and part of the school family.

Recommendations:

1. Greater protection for the students and staff within our schools. Would like to see more off-duty police officers within the school, as well as video cameras.
2. Every police station and fire department should have on file the blueprints for schools and public buildings – so that a quicker response on the part of emergency personnel when a violent act occurs.
3. More high school crisis counselors.

Jane Piester Outreach Counselor at Gentry Middle School/Parent Columbia, Missouri

Ms. Jane Piester is a Outreach Counselor at Gentry Middle School and also a parent in the Columbia Missouri area. She feels that self-esteem is the single most important area to target when we look at those children who are “at-risk” for anger/violence issues. She mentioned that positive steps need to be taken towards these children from parents and schools. Screening tools can be used to identify students who are in need of help. She stressed how important it is to have the parents/family involved with the child and for those parents/family to get counseling as well.

Recommendations:

1. Alternatives need to be in place for those children who are unable to be successful in the traditional school environment as well as provide them opportunities for learning.

2. A positive partnership between the school and parents is vital for the mutual enhancement of producing healthy, learning and developing productive citizens for the future.

Jeff Wright Principal, Fulton Middle School Fulton, Missouri

Mr. Jeff Wright is the Principal at Fulton Middle School in Fulton, Missouri. He mentioned that while it is important to have protective measures which may include: closed campus, entrance and hallway cameras, metal detectors, visitor and employee name badges, security guards and drug/powder sniffing dogs we also need to consider preventative measures which may include: listening to students, conflict mediation or resolution, mentoring, advisory programs, clubs, character education, more counselors, and school uniforms.

Recommendations:

1. Schools need more money, need a commitment of additional time, personnel and power in order to improve their efforts.
2. Broaden the curriculum and programming the school has to offer a student.

Theresa VanDover Principal, Shepard Elementary School Columbia, Missouri

Ms. Theresa VanDover is a Principal at Shepard Elementary School in Columbia Missouri. She emphasized that students need more attention from parents, teachers and peers but currently have no acceptable way of getting that attention. She mentioned that the following are recurring themes that surface in reports by teachers and administrators: lack of moral development; learned behaviors and family dynamics; lack of supervision; observed violence; drugs and alcohol use;

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negative peer influence; and history of school failure.

Recommendations:

1. Bringing parents on board - family interview.
2. Providing unconditional acceptance – identifying a mentor/advocate.
3. Contribution plan - which provides an opportunity for the student to contribute to the school.
4. Social skills training or behavior replacement plan.
5. Individual or small group counseling.

Stephanie Ittner

**Student, Jefferson City High School
Jefferson City, Missouri**

Ms. Stephanie Ittner is a student at the Jefferson City High School in Jefferson City Missouri. She stressed the importance of parents teaching their children what is right and wrong and the importance of religious values. She mentioned that we are sending mixed messages. A person can openly claim they are a Nazi, but religious activity is discouraged or prevented all together.

Linda Maassen

**Kindergarten Teacher at Linn R-II School
Linn, Missouri**

Ms. Linda Maassen is a Kindergarten Teacher at Linn R-II School in Linn Missouri. She feels that children are introduced to organized activities at a much earlier age which leads to a competitiveness that carries over in their play as well as their school. She feels that there is no respect for authority anymore by our children.

Recommendations:

1. Parents and educators need ways to identify traits in children that may lead to destructive behavior.
2. We need to give parents, teachers and the community direction and guidance in helping to raise our children.

Dr. Javad Kashani

**Child & Adolescent Psychiatrist
University of Missouri-Columbia**

Dr. Javad Kashani is a Child & Adolescent Psychiatrist at the University of Missouri-Columbia. Based upon research and clinical experiences he can divide his recommendations into three separate categories: 1) What can the school do?; 2) What can state and government do? and 3) What can the family do?

1. What can the school do?
 - a. Be prepared to add curriculum on “conflict resolution” and have mandatory classes for how to solve a problem, not by force, but by negotiation. These classes should start with preschool and continue through adolescence.
 - b. Parent-teacher interaction is needed.
 - c. Teachers needs to look for indicators of aggression and share it will parents and the school counselors.
2. State – Government:
 - a. Work with news media, regulating the broadcasting.

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<p>b. Discourage the presence of guns in the home of violent families.</p>	<p><i>"Students need to feel ownership in their school, and feel pride."</i></p>	<p>from school counselors and administrators to work with teachers.</p>
<p>3. Family:</p>	<p>-- Karen Howser</p>	<p>Faculty needs to be aware of "loners", groups and cliques.</p>
<p>a. Parents and adult caregivers might consider decreasing aggressive and violent interaction at home.</p> <p>b. Parents should be involved with their children and the activities they belong to.</p> <p>c. Extended family. Every attempt should be made to improve family relations.</p> <p>d. Parents need to have respect for teachers and school personnel.</p> <p>e. Parents must be aware and sensitive to mental health problems in children.</p>		<p>Counselors and teachers need to be aided by mentors and given time to help deal with students emotional needs. Have psychiatrists or psychologists available. Zero tolerance rules need to be enforced.</p>
<p>Karen Howser PTA President/Parent Jefferson City, Missouri.</p>		<p>4. Parental involvement -- Offer conferences on teenage and parental stress. Parents should meet with the counselor once a year. Parents need to teach their children self discipline and respect for the law. Parents need to be encouraged to spend more time with their children. Administration should be given the authority to require parents to meet with them and deal with the problems of their child.</p>
<p>Ms. Karen Howser is a PTA President and parent in the Jefferson City Missouri area. She had some ideas on preventing school violence, they are:</p>		<p>5. Strengthen mentor programs -- Involve students at a younger age when support at home is lacking. Encourage Senior Citizen groups to get involved. Get grants to encourage involvement.</p>
<p>1. Identify and follow "At Risk" students -- These children should be followed throughout their school terms by a counselor.</p> <p>2. Environment at schools -- Schools need to be better monitored for the students. Dress codes must be strictly and fairly enforced. Faculty need to monitor student groups.</p> <p>3. School faculty and staff -- Faculty needs to be aware of ways to recognize stress and depression in students. Faculty needs to be willing to listen to students. Encouragement</p>		<p>6. School curriculum -- Life skills classes should be required. Offer workshops for faculty and staff to identify teenage stress and depression.</p> <p>She went over a summary of needs that she believed would help stop school violence. Some of them were:</p> <p>a. Clear identification system to identify "at risk" children.</p> <p>b. Communication between everyone.</p> <p>c. Strict and fair enforcement of school policies.</p> <p>d. Smaller case loads for local and state government agencies.</p>

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- e. Trackers for juvenile offenders is needed.
- f. More mentors, psychiatrists, school resource officers are needed.
- g. Stronger penalties for safety awareness.
- h. Hotline # for students.
- i. Smaller class sizes.
- j. Life skills classes should be required.
- k. Greater parental involvement.
- l. Students need to break down barriers between school cliques.
- m. Students need to feel ownership of school.
- n. Public schools need to continue to offer the best education for children.

Betty Sundermeyer
Teacher/Parent
Jefferson City, Missouri

Ms. Betty Sundermeyer is a Teacher and parent in the Jefferson City Missouri area. She stressed the importance of keeping our schools healthy and safe for our children. Some of her recommendations for that are:

- a. Metal detectors.
- b. Check book bags randomly.
- c. Have students, teachers and visitors wear name tags.
- d. Only allow access to the building through a main door.
- e. Lock classrooms when unattended.
- f. Increase visibility of administrators and teachers.
- g. Prohibit dress which is conducive to hiding weapons.

Her recommendations on how we act to develop a healthier school system are:

- a. Teacher-Student relationship – very crucial.

- b. Social promotion – students who are not performing up to their grade level.
- c. Violent behavior – school safety act must be taken seriously.
- d. Special needs students.
- e. Drop-outs – we need to maybe look at coming up with creative alternative education.
- f. Paperwork – teachers finding time to prepare for and teacher the children.

Her thoughts on things which impact on students are:

- a. Involvement.
- b. Counselors
- c. Size of school.
- d. Community involvement
- e. Quality family time.

SPRINGFIELD
June 3, 1999

The Springfield hearing of the Governor's Task Force on School Violence took place on Thursday, June 3, 1999. The hearing was held at Parkview High School in Springfield from 7 p.m. until 9:35 p.m. Eight witnesses offered oral and written testimony.

Eight commissioners attended the hearing, which was chaired by Gary B. Kempker. The commissioners that were present were: Gary Kempker (Chair); Dan Colgan; Jacquelyn White; Gregory White; Mark Steward; Thomas Malecek; Marilou Joyner; and Lynn Beckwith.

Testimony

Mr. Louis Carr
Paducah, Kentucky

Mr. Louis Carr of Paducah Kentucky is employed by McCracken Public School District in Paducah, Kentucky. December of 1997 a young man came to the school and shot

eight people. Three died and one is in a wheelchair. Because of that shooting the following has taken place. A Post-Shooting Safety Committee was formed of businessmen, students, teachers, staff, law enforcement, local government, people in mental health, to review all the valuable information they could find on school violence and to look at physical security issues, the curriculum and violence itself. They came up with safety initiatives which we have tried to enact in our school district which included:

- 1) hiring of school resource officers – they are state certified police officers (funded out of their budget)
- 2) student tip line
- 3) student & staff ID badges (photo badge and bar coded)
- 4) locked down campus (one door you can enter)
- 5) in-service training for teachers (classroom instruction on various aspects of criminal justice system, provide a role model, mentoring programs, drug identification programs, confrontation programs)
- 6) changes in curriculum (use “Second Step” for K through 8th – use “Natural Helpers” for 9th through 12th)
- 7) Hired more counselors – they have an arrangement with Charter Hospital which they use some of their counselors and use some of their classroom space which the school district provides certified teachers to help with kids that are referred because they have been arrested for one thing or another, violated school policies.
- 8) created a Model Crisis Manual
- 9) adopted zero tolerance policies – weapons, drugs, threats

In closing he recommended that it takes a community effort to combat violence (schools, community, law enforcement, government). Parents also need to be encouraged to help with activities and get involved with parent

groups. He mentioned that there needs to be a long-term commitment to the solution.

Alan Markly
Principal
Sparta High School

Mr. Alan Markly is the Principal at Sparta High School. He emphasized that the support from the state is not there. We need policies on a local level that work together and need the power given back to them to run their schools as they see fit. He wants policies that everyone can understand and suggested that they form a committee and let everyone have a say in those policies. He mentioned that the kids need to have responsibility. Parents need to have input and have responsibilities over these kids. Administrators need to be backed up by our decisions.

Dr. Arnold Greve
Superintendent
Springfield Public Schools

Dr. Arnold Greve is the Superintendent at Springfield Public Schools. He mentioned that security enhancements and needs to schools is going to be costly and funding will be needed. Training is another important component of security not only for officers but also for teachers and other staff on security procedures. He emphasized that we must recognize that the best prevention is intervention before students choose violence. Legislation needs to be written that would provide strict punishment of those who make threats at or towards schools.

Recommendations:

1. Additional guidance counselors.
2. School renovations – closed circuit TV's to monitor entries an exits, locks on doors, security equipment, etc.
3. On-going teacher/staff training to prevent violence through intervention.
4. Intercoms and closed circuit television in schools.

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5. Additional security staff and funding.
6. Required investigation of threats and penalties for those who threaten violence in schools, including use of Internet.
7. Access to Internet providers data/customer lists to investigate threats of violence involving schools.

Peggy Taylor **Nixa Board President/Parent**

Ms. Peggy Taylor is the Nixa Board President and a parent. She emphasized that together everyone can make a difference and help find the answers.

Recommendations:

1. Listen carefully – especially to the students.
2. Allow local control to be a high priority factor.
3. Provide financial resources for districts to add security equipment and employ security officers.
4. Early identification and intervention are extremely important. We must provide more counselor and allow them to do their jobs.
5. Compile a statewide resource clearinghouse of successful programs already in place in our schools and communities.
6. School board members must remember that they are the policymakers and access where they are and make those necessary changes. Ask for input from the community and students.

Dave Dickerson **Teacher** **Fairplay, Missouri**

Mr. Dave Dickerson is a Teacher at Fairplay Missouri. He mentioned a program called parent-based communication that was just implemented in Fair Play School. This

program helps with communication between parents and children and home and school.

Recommendation:

1. Better system of communication to better serve our children.

Susan Fudge **Springfield R-XII District President of PTA**

Ms. Susan Fudge is the President of the PTA in the Springfield R-XII District. She mentioned the importance of involving parents, students, school staff and members of the community in being part of creating safe school environments for our children. Funding is a key issue that is needed in school districts to help provide programs and to improve the facilities.

Recommendations:

1. Finances must be made available to reduce the sizes of classes to a much lower number.
2. Funding for more counselors.

Judy Brunner **Principal** **Reed Middle School, Springfield, Missouri**

Ms. Judy Brunner is a Principal at Reed Middle School in Springfield Missouri. She feels that many of the resources that are needed to help prevent school violence will take funding and that some things will need to be implemented statewide.

Recommendations:

1. Develop statewide minimum-security standards for school facilities with corresponding financial funding.
2. Continue to support initiatives such as Coalition of Essential Schools that emphasize a "Tone of Decency".
3. Continue to support funding for alternative school sites.

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4. School district, as well as individual school sites should convene Security Review Committees. Committee members should include students, parents, teachers, administrators and community members.
5. Schools should have security/safety information manuals and/or cities action flip charts.
6. Regularly scheduled visits to schools by county juvenile officers on a weekly basis.
7. Train staff in Nonviolent Crisis Intervention Training (CPI).
8. Arm school resource officers at school sites.
9. Provide campus-wide supervision by teachers during the noon hour and other times when many students are moving about in the school building and on school grounds.
10. Provide for a peer-mediation group by training students and staff.
11. Offer conflict management classes for students.
12. Continue efforts of Caring Communities initiative.
13. Encourage secondary schools to include advisory/homeroom classes as part of a daily routine.
14. Foster strong relationships between students and teachers.
15. Use closed circuit security cameras.
16. Update school crisis plans each year and provide for ample practice for students and staff.
17. Put in place protocols for threats of violence.
18. Colleges and universities should offer required coursework for teachers and administrators on the topic of school safety and security.
19. Involve a cross section of students in problem solving efforts.
20. Provide school safety audits.
21. Install duress alarms at strategic locations.

Sheriff John Pierpont **Greene County Sheriff's Department**

Sheriff John Pierpont is the Greene County Sheriff. He is very supportive of the DARE program and currently has three DARE officers. We need to be tougher on kids who commit crimes in schools and how we do that needs to be a team effort that includes everyone.

Recommendations:

1. Need financial help for DARE and uniformed officers.

Stephanie Colburn **Student - Junior** **Ava High School**

Ms. Stephanie Colburn is a junior at Ava High School. She mentioned that armed officers in schools are very important. She feels that most schools are not prepared for an act of violence and believes that everyone feels that it will never happen to them or their school district.

Dr. Angela Wessell **Director of Families First** **Burrell Behavioral Health**

Dr. Angela Wessell is the Director of Families First Burrell Behavioral Health. She mentioned that she finds that children who commit violent acts often have low self-esteem, poor problem-solving skills, talk of suicide, feel rejected, and lack discipline. She stated that kids are fascinated with guns and weapons. She thinks it is important that we not just focus on violence in the schools but that we look at what we can do to prevent violence.

Recommendations:

1. More mentoring programs.

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2. Earlier intervention programs, especially between parents and children.
3. Training of school personnel in the warning signs and how to intervene with children.
4. More activities for youth.
5. Funding for programs.
6. Need to address substance abuse.
7. Need to look at domestic violence.
8. Sensitive to community needs.

ST. LOUIS June 10, 1999

The St. Louis hearing of the Governor's Task Force on School Violence took place on Monday, June 10, 1999. The hearing was held at Parkway Central Middle School in Chesterfield from 7 p.m. until 9:30 p.m. Nine witnesses offered oral and written testimony. Governor Mel Carnahan addressed the public and the committee regarding school violence.

Ten commissioners attended the hearing, which was chaired by Gary B. Kempker. The commissioners that were present were: Gary Kempker (Chair); Helen Ann Hatridge; Dan Colgan; Barbara Burns; Jacquelyn White; Gregory White; Thomas Malecek; Marilou Joyner; Patricia Joan Henley; and Lynn Beckwith.

Remarks

Governor Mel Carnahan State of Missouri

The Honorable Mel Carnahan, Governor of the State of Missouri expressed his appreciation to the Task Force on the job they were doing. He stated that he wanted to take every step possible to ensure that any future shootings are not in the state of Missouri. He mentioned that he has three goals for the Task Force, which are:

1. Gather information on how schools and communities can better identify troubled young people and offer the support before their cries for help turn into gun fire;
2. Discover what best practices are currently being used by our schools to prevent school violence, so that this knowledge can be shared with other schools; and
3. Shed any light on the circumstances that lead up to these school shootings and possibly answer some of these questions:

What are the contributing factors?

Is it the easy access to guns?

Is it the culture that has been desensitized by violence?
involvement?

Are the cruelty or harassment of peers that prompt people to take the lives of other students/teachers?

Testimony

Ed Dowd United States Attorney – Eastern District St. Louis, Missouri

Recommendations:

1. We need to teach non-violence and ethics in schools. He expressed that it needs to be a 2-way communication effort.
2. We should look at a program or one similar to the "Cease Fire Program" which has been implemented in the St. Louis area. It also has the "Consent to Search Program" in it which is very important.
3. We should control access to weapons. Weapons should have trigger locks on all new weapons sold; individuals should be twenty-one before you can purchase a gun; and undergo a background check at gun shows.

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Michael Quick Student Parkway South High School

Mr. Michael Quick is a student at Parkway South High School. From a student's perspective he talked about the problem of school violence which he broke out in three different parts.

- A. Society
 - 1. Violence, negativity in the media.
 - 2. Availability of weapons.
- B. Families
 - 1. Lack of support for children.
- C. Human Nature
 - 1. Feelings of loneliness, depression experienced by students.

Recommendations: (which he broke down into three areas)

- 1. Society
 - a. New legislation restricting media – movies, TV, music, Internet, etc.
 - b. New legislation restricting weapon availability.
- 2. Families
 - a. More family support for children.
- 3. Human Nature
 - a. Schools (can't change it, can deal with it).
 - 1. extracurricular programs
 - 2. teacher support in the classroom
 - 3. counseling
 - 4. security
 - b. Time – spending time with kids on all levels: at home and in school.

Chief Ray Johnson
City of Chesterfield Police Department

Chief Ray Johnson is the Chief of Police with the City of Chesterfield Police Department. He emphasized the need for a police presence in the schools. Law enforcement officers need to become more aware of certain students, student groups and activities that might lead to violence or potential violence. He mentioned that law enforcement officers need to be kept aware of what is going on in schools. It was also mentioned that the problem is the entire communities and they should work together to come up with a solution. Funding of programs is a key element.

Recommendations:

- 1. Assignment of police officers to schools – during bus drop-off times and pick-up times and have periodic visits to schools.
- 2. Law enforcement officers assigned to duty in schools should formalize an intelligence gathering process where they might identify and maintain close scrutiny over individual students or groups.
- 3. School administrations should be urged to notify School Resource Officers and other law enforcement officers.
- 4. Safeguards in place against access to the Internet in school.
- 5. School security and local law enforcement agencies should have security checks of all school buildings.
- 6. School facility should provide some method of notification, i.e., alarm or audible announcement and a detailed plan of action.
- 7. Availability of counseling and counseling services.
- 8. Officers be encouraged to be fully armed any time they are in the schools.

"... it is my belief that a higher level of police presence and visibility is necessary to help deter future acts of violence."

-- Chief Ray Johnson
Chesterfield Police Dept.

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Jeremiah Yolkut
Student

University City School District

Mr. Jeremiah Yolkut is a student at the University City School District. He mentioned that the public needs to realize that this problem can only be treated with precautions. He stated that the lessons they learn about the right and wrong behavior at a young age will lead our schools back to the safe environment they once exemplified.

Recommendation:

1. Hall monitors: These individuals would monitor who comes in and goes out of the building throughout the day and the students should be accountable for why they are leaving and where they are going. It was mentioned that this would not be a police officer.
2. Peer-Student Mediation: This program allows the student to solve problems with the help of their peers.
3. Respect and Ideals: It was mentioned that this is the foundation of which a student’s confidence is built. Respect needs to be from the teachers as well as from students. He mentioned that ideals are taught in the home and need to be continued throughout their school life.

Jeana Baker
Teacher

Parkway South Middle School

Recommendations:

1. Work together to teach children to value life and one another.

2. Educators have the opportunity to know the “whole” child. She mentioned that this could be done by downsizing the schools.
4. Teachers have the access and availability to teach character development in their classrooms.
5. School Resource Officers and counselors are essential.

Vetta L. Sanders Thompson, Ph.D.
Child Psychologist
University of Missouri – St. Louis

Dr. Vetta L. Sanders Thompson is a Child Psychologist with the University of Missouri-St. Louis. She mentioned that we must acknowledge and address the issues and needs of all our youth in their diverse communities. In the prior six shootings a combination of factors contributed to the events – low self-esteem, poor problem solving skills, a sense of rejection by peers, few positive relationships, and by some accounts low parental involvement. She stressed the importance of making stronger commitments to the enhancement of children’s services on the national, state and local levels.

Recommendations:

1. There is a need for public awareness and advocacy to maintain and improve the provision of services for youth and families. These services must be multidisciplinary and community based.
2. School and community officials must be aware of resources and able to assist parents in accessing services.
3. School officials must receive training that increases their awareness of the need for referral.

“The school is a sacred ground in which society educates the future leaders of our country and therefore, we must realize that safety is taught by example, both in the classroom and outside the classroom.”

-- Jeremiah Yolkut

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4. There should be tighter discipline and zero tolerance of violence, but we must have a plan for students we dismiss from the traditional school environment. We need alternative learning environments.
5. Funding for mental health care for children and youth is needed.

Mary Battenberg
Parent-President, Board of Education
Rockwood School District

Ms. Mary Battenberg is a parent and President of the Board of Education in Rockwood School District. She mentioned that we must start with the district's governing body (school board) and they need to ask themselves what should they do. She stated that the boards need to create policies and procedures that guide the district in all areas, including safety and security as well. They should have zero tolerance for any actions that could jeopardize the health and welfare of anyone in the school community. While some of the actions that can be taken to help prevent or increase the safety of our schools are low in cost, some of them are not. She stated that funding is needed for additional resources in schools.

Recommendations:

1. School boards need to create policies and procedures for the welfare and safety of the school community.
2. A handbook should be provided that details policies, procedures and consequences for inappropriate behavior to all students and parents.
3. We should create a safety and security committee made up of staff, students and parents who annually review, update and suggest new procedures and policies to be considered by the board.
4. A plan that limits building access is needed

5. A campus intruder plan and procedures regarding bulky clothing and book bags should be in place.
6. Funding is needed for resources officers and resources in schools. (Examples: photo id's, caller ID for the phones, etc.)
3. We must create a support system for the students.
4. Training for students and teachers to help identify troubled students and to know how to deal with them is also needed.

Dr. Jere Hochman
Superintendent
Parkway School District

Dr. Jere Hochman is the Superintendent of the Parkway School District. Teachers need to make sure everyone (students) are treated as human beings everyday. He also stated that as we put together this report the task force realizes there is no one single solution to this problem. The problem of school violence is a community problem and needs to be looked at by everyone.

Recommendations:

1. We need resources to help students.
2. Parents need to be accountable but need to be supported by:
 - a. training
 - b. social support for parents and families
3. We need more African-American and male teachers.
4. Get rid of guns.
5. Early childhood programs are needed.
6. Funding for state, federal and local programs to help schools is needed.

Ms. Rebecca S. Stith
Chair of the Advocacy Committee of the
National Alliance for the Mentally Ill
NAMI-St. Louis

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Ms. Rebecca S. Stith is the Chair of the Advocacy Committee of the National Alliance for the Mentally Ill (NAMI) in St. Louis Missouri. She described how the lives of two motivated, well-behaved teenagers have been adversely affected in the wake of Littleton and the problems they have gone through since that time.

LEE'S SUMMIT June 14, 1999

The Lee's Summit hearing of the Governor's Task Force on School Violence took place on Monday, June 14, 1999. The hearing was held at Lee's Summit North High School in Lee's Summit from 7 p.m. until 9:35 p.m. Eleven witnesses offered oral and written testimony.

Nine commissioners attended the hearing, which was chaired by Gary B. Kempker. The commissioners that were present were: Gary Kempker (Chair); Helen Ann Hatridge; Dan Colgan; Barbara Burns; Jacquelyn White; Gregory White; Mark Steward; Thomas Malecek; and Patricia Joan Henley.

Testimony

Larry McCormick F.B.I. – Special Agent in Charge

Mr. Larry McCormick is the F.B.I. Special Agent in Charge. He believes that school violence is at a crisis level. F.B.I. responded to only one of the school shootings, Littleton, Colorado. All of the shooters have had similar similarities – lack of discipline, no remorse, lack of family support, and carefully planned out the crimes. Communities and law enforcement need to create partnerships to help each other in this crisis.

Recommendations:

1. We need a mutual partnership between the school and law enforcement organizations.
2. Law Enforcement needs to have a presence in the schools.
3. Schools need to have a crisis response team (leadership of the school, facility engineers/architects, medical personnel, law enforcement, legal representatives and school spokes person) and share that information with law enforcement.
4. Law enforcement needs to have blueprints of the schools in their area.

Lizzie Suenram Student

Recommendations:

1. We need counselors who listen for both potential victims and potential assassins.
2. Don't go to extremes – metal detectors and people to scare kids into shape will probably not work. She mentioned that these things will only make kids rebel more.

Ken Morris Parent

Recommendations:

1. We must recognize that school violence is a long-term problem and the problems won't go away overnight.
2. We must look at our value system – which includes parents, schoolteachers, administrators and clergy.
3. We must look at ways to reach those that fall through the cracks of society.
4. We need counselors that can identify those that are falling through the cracks and develop ways of bringing these students along in such away that

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- they will both adapt academically and socially.
5. We need community-based organizations to provide mentoring, a role model and a positive heartfelt human connection.
 6. We must develop systems that will bond community based help organizations to the law enforcement community in a healthy coalition.
 7. We need lawmakers that will give us what we need based on right and wrong.

Harold Wambsgans Teacher

Mr. Harold Wambsgans is a teacher. He stressed the importance of creating an atmosphere at school where students can share their concerns about themselves and share their concerns about their peers.

Recommendations:

1. Resources officers are good and need to have more.
2. We need to create an atmosphere where students can come and share concerns/ideas.
3. Students need to be taught to respect life and other people's life.
4. We need more funds for prevention programs.

Gina Tominia Student – Junior Lee's Summit High School

Ms. Gina Tominia is a junior at Lee's Summit High School. She mentioned the diverse groups that are within her school and how some groups/kids pick on other students which she feels is one of the reasons why there is school violence. She mentioned that teachers need to be aware of conflicts between students and help in those conflicts before they escalate.

Recommendations:

1. We need more resource officers.
2. We need more activities for students.
3. Schools need to control who comes in and out of their school. All doors should be locked besides the front door would be a start. Would not recommend metal detectors because of the challenges it would raise for students.

Laura Maxwell Teacher

Ms. Laura Maxwell is a teacher. She believes that in her school that a strength is the Student Assistance Program (SAP) which is an opportunity for teachers and a place for them to turn. The teachers can submit names of those students that are struggling either on an emotional level, academic level, social level and those references are looked over by the team (counselor, officer, juvenile officer and teachers) and they look at options available to the student. She feels that other schools could benefit from programs like this or similar ones.

Recommendations:

1. Growth in schools needs to be kept to a minimum. Class sizes need to be kept to a minimum and there could possible be incentives (funding from state level) for those schools that keep their numbers down.
2. We need activities for students to be involved in.

Gail Mumford DYS Regional Administrator

Ms. Gail Mumford is the Division of Youth Services Regional Administrator. She mentioned that the Division of Youth Services has both residential and community based programs that help provide treatment services

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<p>to the youth and their families. Some of those programs are:</p> <ol style="list-style-type: none"> 1. Radical commitment to the youth's potential – this program deals with holding the youth's vision until the youth can grasp the vision of the possibilities for their lives. 2. Smaller classrooms – to assist with the radical commitment, they have smaller classrooms with teaches and aids who see themselves as part of the solution to problems that occur anywhere in the program. 3. Supportive management structures – the managers/leaders provide support to the employees as they work to help the youth grow and change. 4. Accountability – youth are responsible for their chosen behavior. <p>Within these programs they try to involve family and the community in helping this child. They also look at different services/programs that will work with the child.</p> <p>Karen Karns Director of Special Education St. Joseph Public School District</p> <p>Ms. Karen Karns is the Director of Special Education for the St. Joseph Public School District. She mentioned that students want their environment to be safe. Some suggestions on how students can be empowered to assure this safety.</p> <ul style="list-style-type: none"> • Schools need to involve students in developing rules and procedures under which they will function. • We need to make sure that students know their rights and responsibilities. 	<ul style="list-style-type: none"> • We need to involve students in both formal and informally discussions through activities. • We need to have a curriculum which promotes solving problems, developing social skills and resolving conflict in a non-violent way. • We need to teach social skills. Many students do not know how to deal with their peers. • We need to have alternative services and or placements for students, with repeated incidents who fail to get along with others and/or create fear, intimidate, extort and assault others. • We need to develop a District Crisis Plan – practice and work the plan, inform students and parents of this plan. This plan should include: <ul style="list-style-type: none"> - communications - emphasis on saving lives - who do you call first - access to assortment of numbers for help - contact person - plan should include transportation, notification to parents - utility companies - who talks to the media - evacuation plan for students and staff - can teachers lock their doors to keep the students safe • We need funding to develop programs for students to help prevent violence. • We need to work with the community as a whole in preventing youth crime and delinquency. Rules are known – consequences are fair, but definitely carried out.
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"Have a well thought out District Crisis Plan. Practice and work the plan. Work as a community."

-- Karen Karns
Director of Special Education - St. Joseph School District

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Alan Flory **Parent and President of Research Mental Health**

Mr. Alan Flory is a parent and President of Research Mental Health. He mentioned that there is no short-term solution to school violence. He mentioned that we have created a culture that does not believe in consequences and we need consequences for our children's behaviors as well as our own. He mentioned that we need caring and we must work together to help all children and families regardless of income or ethnicity. He believes that youth should not have access to guns without adults present. He stated that schools are too large, too impersonal and cater to the popular kids.

"Teachers need to be friendly, not distant professionals. Teachers need to know the families or at least the background of the kids."

-- Alan Flory
Parent

Recommendations:

1. Teachers need to be friendly, not distant professionals.
2. We need to bring affection and caring back into the schools.
3. We need discipline, but deal with kids as a person, not a number.
4. Teach and model caring values with adults and children.
5. Schools and parents need more support for the higher risk children, not less.
6. The juvenile and mental health systems need to have the resources to help children and parents.
7. We need to find places/communities where people are active reaching out and supporting all children and families.
8. We need to have mental health and parents involved inside every school.
9. We need resources to work with children who need more help than the schools can provide.
10. We need to care more, share more and hold ourselves accountable for our

selfishness that has led us to ignore our societies' children.

Chief Jim Montgomery **St. Joseph Police Department**

Chief Jim Montgomery is the Chief of Police with the St. Joseph Police Department. In their school district that have implemented a program called "Officer Ed" (Officer Education) which puts police officers in daily contact with students in schools. He believes that many of the problems our youth face result from many of them being disconnected from each other, parents, teachers, and the police. He stated that violence in schools is not totally preventable; however, the

incidents can be reduced by including our youth in community policing efforts whereby we each can become familiar with one another as individuals with our own respective needs, hopes and aspirations. He would like to see funding for general use programs, not so much the specialized programs (ex. DARE, SRO, etc.)

Dr. Dawn Porter **Western Missouri Mental Health Center**

Dr. Dawn Porter is with the Western Missouri Mental Health Center. She mentioned that the public and private mental health systems of Western Missouri Mental Health Center and Research Psychiatric Center have teamed up with Children's Mercy Hospital and the Kansas City Police Department to develop a truly multilevel, multidisciplinary approach towards prevention, mediation and intervention to deal with the trauma and violence that exists in our schools. The joint efforts between these three entities will be utilized to provide collaborative problem-solving and conflict resolution workshops. One of the components to this proposal is that

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of preparedness. She mentioned that it is imperative that a school be prepared in advance for a crisis. She mentioned the importance of each school having a crisis plan. She also stated that collaboration is a key component to complete the education and linkage to support services that the school communities will need to provide a comprehensive approach to school violence.

SIKESTON

June 21, 1999

The Siketon hearing of the Governor's Task Force on School Violence took place on Monday, June 21, 1999. The hearing was held at Siketon Junior High School in Siketon from 7 p.m. until 8:50 p.m. Eight witnesses offered oral and written testimony.

Nine commissioners attended the hearing, which was chaired by Gary B. Kempker. The commissioners that were present were: Gary Kempker (Chair); Dan Colgan; Barbara Burns; Jacquelyn White; Gregory White; Thomas Malecek; Marilou Joyner; Patricia Joan Henley; and Lynn Beckwith.

Testimony

Paul Kitchen
Assistant Superintendent
Siketon Public Schools

Safety Issues:

- Cameras & TV monitors.
- Good policy and procedure student and teacher handbooks.
- Total building and facility supervision.
- Safety phone hotline.
- Peer mediation programs.
- Policy of zero tolerance to harassment and violence.
- Fight-free school programs.
- Metal detectors.

- Dress codes.
- School security officer.

Recommendations:

1. Develop a School Climate which:
 - develops policies that make sense and have purpose
 - promotes an atmosphere of fairness
2. Promote Staff Sensitivity and Awareness
 - administrators, teachers, counselors, aides, janitors, bus drivers
 - relate to students
 - fair and equal treatment
 - sense when something is about to happen
 - recruit and retain teachers who care
 - major parent communication
 - focus on potential problem students
 - get counselors involved early
3. Encourage Student Cooperation and Concern
 - must create attitude of willingness to speak out and inform administrators and teachers of pending problem
 - idea that "informing" is not "tattling"
 - use of school safety hotlines

Danette Todt
Student - Junior
Siketon High School

Ms. Danette Todt is a junior at Siketon High School. She mentioned that at Siketon High School they have an open campus, which she feels is promoting unsafe conditions. She mentioned that some students come back from

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

lunch high or have been drinking which causes problems for teachers and other students. She mentioned that as we develop a plan we must look at these three issues:

1. Find out how crime threatens the school.
2. Take actions to protect children.
3. Promote non-violence ways to manage conflict.

Recommendations/suggestions:

1. Students

- a. Need to understand that disagreeing with words is acceptable, but not with fists or weapons.
- b. Students should start anti-violence clubs, hold periodical anti-drug rallies and work closely with the principal's office in peer counseling.

2. Parents

- a. Sharpen their parenting skills – know where your child is at all times.
- b. Talk to their children.
- c. Listen to what they say and take their concerns and worries seriously.
- d. Become involved in PTA, field trips, etc.

3. School Administrators and Staff

- a. Evaluate the school's safety objectively – be honest about problems and don't ignore the warning signs.
- b. Develop consistent disciplinary policies, good security procedures, and response plans for emergencies.
- c. Train personnel in conflict resolution, drug prevention, cultural sensitivity, and counseling skills.
- d. Encourage students to talk about their worries and fears – listen to them.

4. Community

- a. Policy should patrol the school and be more visible.
- b. Community based groups and churches can offer after-school activities.
- c. State government can develop model school safety plans and provide funding to implement the programs.
- d. Local businesses can adopt-a-school program, serve as mentors to students.

Dan Jennings

School Board President

Sikeston R-6 Board of Education

Mr. Dan Jennings is the School Board President of the Sikeston R-6 Board of Education. He mentioned that while they are still trying to develop a firm plan to keep their school safe, the school board believes that the most effective thing is to get the staff (teachers, coaches, counselor and administrators) trained to help them identify potential problems before they develop. He feels that the key to stopping school violence is detecting those early warning signs and would like to see more funding for training in that area.

Scott Heiuser

Student - Freshman

Sikeston Junior High School

Mr. Scott Heiuser is a Freshman at Sikeston Junior High School. He mentioned that students need to know exactly what will happen to them if they cross the line. He believes that news media is an encouragement to school violence offenders. He also mentioned that the ten commandments are a great list of rules to follow whether you be a Christian or not. A persons needs to be taught what is right and what is wrong.

Recommendation:

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

1. School should have one on one talks with students – open communication.
2. Counseling for students with their peers.

Robert Lefebvre
Director, Behavioral Health
Family Counseling Center (Kennett, Missouri)

Mr. Robert Lefebvre is the Director of the Behavioral Health Family Counseling Center. He mentioned that still after twenty years of research the effect of chronic stress and trauma in our society is still very vague and poorly understood at the level of social policy in terms of direct intervention in our communities. This multi facet problem must be equally complex and must target both social policy, availability of prevention resources and standards of practice in healthcare and social service organizations. We must create practices and resources for early identification, at risk perpetrators of both themselves and others. We need more counselors and therapists that are trained and confident in clinical management in both traumatic stress, suicide prevention and family intervention and need to be school based. Each school district must have access to regional mental health coordinator which serves to investigate, coordinate identification and placement of individuals who are considered at-risk to themselves or others.

Meredith McDowell
Recent Graduate
Sikeston High School

Ms. Meredith McDowell is a recent graduate of Sikeston High School. She believes that school violence can occur anywhere and believes that there are at least three major steps that need to be taken in the direction of school safety:

1. Enforcement
2. Detection
3. Education

Recommendations:

1. Law enforcement officers in uniforms on school grounds at all times.
2. Some type of detection process for weapons and other items on school grounds. She mentioned that it could be individual searches of students' belongings, clear plastic book bags or even metal detectors.
3. Children need to be taught by their parents the difference between right and wrong. Parental involvement is a key to stopping school violence.
4. She mentioned that preventing violence must be a joint effort between parents, schools and the community.

"We are our children's first teachers. Our children are watching us. They are listening to what we say. When we say demeaning things about the police, school officials, senior citizens, people from other races or countries, our children hear it."

-- Bill Lawson
 Chief Juvenile Officer
 Scott and Mississippi Counties

Bill Lawson
Chief Juvenile Officer for
Scott and Mississippi
Counties, Missouri

Mr. Bill Lawson is the Chief Juvenile Officer for Scott and Mississippi Counties in Missouri. He mentioned that the issue of

teen violence is a definite concern for himself and his colleagues. He stated that the risk of a child committing a violent act increases as a number of community and familial factors change. A definite factor many children are missing today is the lack of a clear expectation by the parent that the child will conform to society's rules. He mentioned that we all are

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

our children's first teachers. He stated that in order for a prevention program to be effective it seems clear to him that there must be a two-pronged approach – reduce the risk factors while enhancing the protective factors. This would require a comprehensive approach by the school, family and community.

Chuck Mays
Teacher
Sikeston Middle School

Mr. Chuck Mays is a teacher for ikeston Middle School. He mentioned that in today's society children are growing up with disadvantages that their parents did not. The biggest problem he believes is the breakdown of the traditional family. He mentioned that children need both male and female authority figures in their lives. Children need to see adults making their spirituality part of their lives and see that that is okay.

Recommendations/suggestions:

1. The loss of personal responsibility. We need to hold all students accountable for their actions regardless of physical, mental, or other handicap. He strongly urges the state government to push the federal government to end the practice of discipling students with IEPs differently than other children.
2. He wants us to urge the state of Missouri to push the issue of television violence and inappropriate language farther even if it to the point of state legislation regulating it.
3. Any program that comes from the state or federal level must give the local communities and school districts control. It will take local groups with insight into their own unique needs to have success.
4. Missouri needs to rethink the certification process for its teachers. Quality instruction and role models are

needed in public education in Missouri.

5. We need to avoid quick-fix approaches. Metal detectors, guards, and locked doors will not solve the problems. He mentioned that they only make us prisoners in the world around us.

Appendix

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Governor's Task Force on School Violence Gary B. Kempker, Chairman

Monday, May 24, 1999
Jefferson City Agenda

Opening Statements by Gary B. Kempker

Major Steve Ijames
Springfield Police Department

Becky Snodgrass
Student Assistance Program Counselor
Jefferson City High School

Sheila Plummer
Teacher – Jefferson City School District
Jefferson City, Missouri

Sherry Colwell
PTA President/Parent
Columbia, Missouri

Evan Meier
Student - Rockbridge High School
Columbia, Missouri

Ryan Ripple
Student - Hickman High School
Columbia, Missouri

Jane Piester
Outreach Counselor at Gentry Middle
School/Parent
Columbia, Missouri

Jeff Wright
Principal, Fulton Middle School
Fulton, Missouri

Theresa VanDover
Principal, Shepard Elementary School
Columbia, Missouri

Stephanie Ittner
Student – Jefferson City High School
Jefferson City, Missouri

Linda Maassen
Kindergarten Teacher - Linn R-II School
Linn, Missouri

Dr. Javad Kashani
Child & Adolescent Psychiatrist
University of Missouri-Columbia

Karen Howser
PTA President/Parent
Jefferson City, Missouri

Betty Sundermeyer
Teacher/Parent
Jefferson City, Missouri

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Governor's Task Force on School Violence Gary B. Kempker, Chairman

Thursday, June 3, 1999
Springfield Agenda

Opening Statements by Gary B. Kempker

Louis Carr
Paducah, Kentucky

Alan Markly
Principal - Sparta High School
Springfield, Missouri

Dr. Bud Greve
Superintendent - Springfield R-XII
Springfield, Missouri

Peggy Taylor
Nixa Board President/Parent
Nixa, Missouri

Dave Dickerson
Teacher - Fairplay
Fairplay, Missouri

Susan Fudge
Springfield R-XII District President of PTA
Springfield, Missouri

Judy Brunner
Principal - Reed Middle School
Springfield, Missouri

Sheriff John Pierpont
Greene County Sheriff's Department
Springfield, Missouri

Stephanie Colburn
Student (Junior) – Ava High School
Ava, Missouri

Dr. Angela Wessell
Director of Families First Burrell Behavioral Health
Springfield, Missouri

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Governor's Task Force on School Violence Gary B. Kempker, Chairman

Thursday, June 10, 1999
St. Louis Agenda

Comments by Governor Mel Carnahan

Opening Remarks by Gary B. Kempker

Ed Dowd
United States Attorney – Eastern District
St. Louis, Missouri

Mike Quick
Student - Parkway South High School
St. Louis, Missouri

Chief Ray Johnson
City of Chesterfield Police Department
Chesterfield, Missouri

Jeremiah Yolkut
Student - University City School District
University City, Missouri

Jeana Baker
Teacher - Parkway South Middle School
St. Louis, Missouri

Vetta Thompson, Ph.D.
Child Psychologist
University of Missouri-St. Louis

Mary Battenberg
Parent-President, Board of Education
Rockwood School District

Dr. Jere Hochman
Superintendent - Parkway School District

Rebecca S. Stith
Chair of the Advocacy Committee of the
National Alliance for the Mentally Ill
NAMI-St. Louis, Missouri

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Governor's Task Force on School Violence Gary B. Kempker, Chairman

Monday, June 14, 1999
Lee's Summit Agenda

Opening Remarks by Gary B. Kempker

Mr. Larry McCormick
F.B.I. – Special Agent In Charge
Kansas City, Missouri

Lizzie Suenram
Student
Kansas City, Missouri

Ken Morris
Parent
Kansas City, Missouri

Harold Wambsgans
Teacher
Kansas City, Missouri

Gina Tominia
Student (Junior) – Lee's Summit High
School
Lee's Summit, Missouri

Gail Mumford
DYS Regional Administrator
Kansas City, Missouri

Laura Maxwell
Teacher
Kansas City, Missouri

Karen Karns
Director (Special Education) -St. Joseph
Public Schools
St. Joseph, Missouri

Alan Flory
Parent and President Research Mental
Health
Kansas City, Missouri

Chief Jim Montgomery
St. Joseph Police Department
St. Joseph, Missouri

Dr. Dawn Porter
Western Missouri Mental Health Center

REPORT FROM THE GOVERNOR'S TASK FORCE ON SCHOOL VIOLENCE

Governor's Task Force on School Violence Gary B. Kempker, Chairman

Monday, June 21, 1999
Sikeston Agenda

Opening Remarks by Gary B. Kempker

Paul Kitchen
Teacher/Assistant Superintendent – Sikeston
Public Schools
Sikeston, Missouri

Danette Todt
Student (Junior) – Sikeston High School
Sikeston, Missouri

Dan Jennings
School Board President
Sikeston R-6 Board of Education
Sikeston, Missouri

Scott Heiuser
Student (Freshman) – Sikeston Junior High
School
Sikeston, Missouri

Robert Lefebvre
Director, Behavioral Health-Family
Counseling Center
Kennett, Missouri

Meredith McDowell
Student (Recent Graduate) – Sikeston High
School
Sikeston, Missouri

Bill Lawson
Chief Juvenile Officer for Scott and
Mississippi Counties

Chuck Mays
Teacher – Sikeston Middle School
Sikeston, Missouri

Indications of Violent Behavior

Various studies in the literature on school violence have found that empathy, impulsivity, and locus of control are related to violence.

1. Impulsivity – the link between impulsivity and aggression in children has been well documented.
2. Empathy – while results tend to be mixed, a study of hospitalized delinquents found that the level of empathy of aggressive delinquents was significantly lower than that of nonaggressive delinquents.
3. Locus of Control (an individual's expectation of ability to control his or her experiences) – This falls on a continuum from internal to external. A 1987 study by Storms and Spector found that interference of personal goals can lead to emotional responses such as anger and to behavioral reactions such as sabotage, interpersonal aggression, or withdrawal. Found that individuals with an external locus of control report a greater incidence of sabotage, aggression and withdrawal during periods of frustration. As opposed to individuals with an internal locus of control, who often blame themselves for allowing the frustrating situation to arise. Those with an external locus of control tend to place the blame for frustrating situations on external conditions and are less likely to move towards resolution of the problem than are those with an internal locus of control.
4. Sociodemographic Factors – The two variables that appear most often in literature as related to youth violence are age and gender. In many studies the male gender was significantly associated with both fighting and weapon use. Similarly noted was that the most important predictor of carrying a weapon was male gender. Age has not shown significant association with either fighting or carrying weapons.

Other Factors That Could Predict Violence

1. Social bonding to prosocial peers – may have a major influence on violent behavior.
2. Anxiety has been hinted at being an additional psychological predictor that could lead to violent behavior. Anxiety can lead to isolation and feelings of being alone.
3. Parenting Practices – Parenting that indulges, neglects, abuses, or ignores children, and that fails to provide strong, positive guidance, discipline, and nurturance, contributes to the spread of violence in schools. This type of parenting is seen in families plagued by chronic unemployment and poverty. It is also seen in affluent families that indulge their children's every material request.
4. Students indicate that involvement with drugs and alcohol is also a major contributing factor to school violence.
5. Being a victim of violence has shown a correlation with violent behavior.
6. Expressions of violence in writings and drawings may be a warning sign to be heeded.
7. Individuals who have a difficult time controlling their anger and are frequently angry to minor irritants may signal potential violent behavior towards self or others.
8. Individuals with a history of discipline problems.
9. A youth who has a history of aggressive or violent behavior is likely to repeat the behaviors. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are also at risk for future aggressive and antisocial behavior.

10. Intolerance for differences and prejudicial attitudes. Children with an intense prejudice towards others based on religious, racial, ethnic, language, gender, sexual orientation, ability or physical appearance – also couples with other factors – may lead to violent behavior.

Understanding Youth Violence

Not all youth violence is of the same form, nor will it be addressed by the same intervention. Elliott (1986) delineated four patterns of adolescent violence which included:

1. Situational Violence – violence which is related to a specific situation that apparently functions as catalysts that lead to the violent act and increase its seriousness. (i.e. extreme heat, unavoidable events, poverty, social discrimination, weekends, oppression, availability of handguns or weapons, and alcohol or drug abuse.)
2. Relational Violence – Interpersonal violence that arises from disputes between individuals with ongoing relationships, in particular family or friends.
3. Predatory Violence – This would include violent acts such as muggings, robbery, gang assaults, etc.
4. Psychopathological Violence – This type of violence is generally more repetitive and extreme than other types, and is the clearest form of individual psychopathology that is probably related to neurological deficits and/or psychological trauma. Generally is seen as a by-product of mental illness rather than a response to situational factors or a sign of a criminal in the making.

Example of Program Components for Preventing Violence

Programs that have shown success in promoting resilience among children and in preventing violence are many. However, many have similar components to their programs. All caution that communities must be truly committed to these programs because of the time required to overcome negative influences. Included as components for successful programs:

1. Programs involving multiple systems that impact the children: schools, families, community agencies, faith community, etc.
2. Those programs that build capacity, either for the family, the school, or the individual child. These may include providing parents information on how to talk with their children at different developmental levels and encouraging membership in support groups. For the child, it may be teaching pro-social skills, anger management techniques, problem solving work, coping skills for loss, impulse control, etc.
3. Communication and reinforcement of clear, consistent norms about behavior through rules, reinforcement of positive behavior and community-wide initiatives.
4. Identification of “high-risk” youth and providing them with “thinking skills” and use of behavior modifications techniques to reduce negative behaviors and increase positive ones.
5. Behavioral Parent Training.
6. Improve linkages between family/home, school and mental health professionals.
7. Incorporate suicide prevention in a proven, safe, and age appropriate comprehensive health curriculum for all students, throughout the school year, along with accompanying materials for families.

160.261 Discipline, written policy established by local boards of education--contents--reporting requirements--need to know defined-- weapons offense, mandatory suspension or expulsion--no civil liability for authorized personnel--spanking not child abuse, when-- investigation procedure--officials falsifying reports, penalty.--

1. The local board of education of each school district shall clearly establish a written policy of discipline, including the district's determination on the use of corporal punishment and the procedures in which punishment will be applied. A written copy of the district's discipline policy and corporal punishment procedures, if applicable, shall be provided to the pupil and parent or legal guardian of every pupil enrolled in the district at the beginning of each school year and also made available in the office of the superintendent of such district, during normal business hours, for public inspection. All employees of the district shall annually receive instruction related to the specific contents of the policy of discipline and any interpretations necessary to implement the provisions of the policy in the course of their duties, including but not limited to approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

2. The policy shall require school administrators to report acts of school violence to teachers and other school district employees with a need to know. For the purposes of this act*, "need to know" is defined as** school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. As used in this section, the phrase "act of school violence" or "violent behavior" means the exertion of physical force by a student with the intent to do serious physical injury as defined in subdivision (6) of section 565.002, RSMo, to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities. The policy shall at a minimum require school administrators to report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following felonies, or any act which if committed by an adult would be one of the following felonies:

- (1) First degree murder under section 565.020, RSMo;
- (2) Second degree murder under section 565.021, RSMo;
- (3) Kidnapping under section 565.110, RSMo;
- (4) First degree assault under section 565.050, RSMo;
- (5) Forcible rape under section 566.030, RSMo;
- (6) Forcible sodomy under section 566.060, RSMo;
- (7) Burglary in the first degree under section 569.160, RSMo;
- (8) Burglary in the second degree under section 569.170, RSMo;
- (9) Robbery in the first degree under section 569.020, RSMo;
- (10) Distribution of drugs under section 195.211, RSMo;
- (11) Distribution of drugs to a minor under section 195.212, RSMo;
- (12) Arson in the first degree under section 569.040, RSMo;
- (13) Voluntary manslaughter under section 565.023, RSMo;
- (14) Involuntary manslaughter under section 565.024, RSMo;
- (15) Second degree assault under section 565.060, RSMo;
- (16) Sexual assault under section 566.040, RSMo;
- (17) Felonious restraint under section 565.120, RSMo;
- (18) Property damage in the first degree under section 569.100, RSMo; or
- (19) The possession of a weapon under chapter 571, RSMo;

committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities. The policy shall require that any portion of a student's individualized education program that is related to demonstrated or potentially violent behavior shall be provided to any teacher and other school district employees who are directly responsible for the student's education or who otherwise interact with the student on an educational basis while acting within the scope of their assigned duties. The policy shall also contain the consequences of failure to obey standards of conduct set by the local board of education, and the importance of the standards to the maintenance of an atmosphere where orderly learning is possible and encouraged.

3. The policy shall provide for a suspension for a period of not less than one year, or expulsion, for a student who is determined to have brought a weapon to school in violation of district policy, except that:

- (1) The superintendent, or in a school district with no high school, the principal of the school which

such child attends may modify such suspension on a case-by-case basis; and

(2) This section shall not prevent the school district from providing educational services in an alternative setting to a student suspended under the provisions of this section.

4. For the purpose of this section, the term "weapon" shall mean a "firearm" as defined under 18 U.S.C. 921 and the following items, as defined in section 571.010, RSMo: a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon, a rifle, a shotgun, a spring gun or a switchblade knife; except that this section shall not be construed to prohibit a school board from adopting a policy to allow a Civil War reenactor to carry a Civil War era weapon on school property for educational purposes so long as the firearm is unloaded. The local board of education shall define "weapon" in the discipline policy. Such definition shall include the weapons defined in this subsection but may also include other weapons.

5. All school district personnel responsible for the care and supervision of students are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods.

6. Teachers and other authorized district personnel in public schools responsible for the care, supervision, and discipline of school children, including volunteers selected with reasonable care by the school district, shall not be civilly liable when acting in conformity with the established policy of discipline developed by each board under this section.

7. Each school board shall define in its discipline policy acts of violence and any other acts that constitute a serious violation of that policy. Acts of violence as defined by school boards shall include but not be limited to exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities. School districts shall for each student enrolled in the school district, compile and maintain records of any serious violation of the district's discipline policy. Such records shall be made available to teachers and other school district employees with a need to know while acting within the scope of their assigned duties, and shall be provided as required in section 167.020, RSMo, to any school district in which the student subsequently attempts to enroll.

8. Spanking, when administered by certificated personnel of a school district in a reasonable manner in accordance with the local board of education's written policy of discipline, is not abuse within the meaning of chapter 210, RSMo. The provisions of sections 210.110 to 210.165, RSMo, notwithstanding, the division of family services shall not have jurisdiction over or investigate any report of alleged child abuse arising out of or related to any spanking administered in a reasonable manner by any certificated school personnel pursuant to a written policy of discipline established by the board of education of the school district. Upon receipt of any reports of child abuse by the division of family services pursuant to sections 210.110 to 210.165, RSMo, which allegedly involves personnel of a school district, the division of family services shall notify the superintendent of schools of the district or, if the person named in the alleged incident is the superintendent of schools, the president of the school board of the school district where the alleged incident occurred. If, after an initial investigation, the superintendent of schools or the president of the school board finds that the report involves an alleged incident of child abuse other than the administration of a spanking by certificated school personnel pursuant to a written policy of discipline or a report made for the sole purpose of harassing a public school employee, the superintendent of schools or the president of the school board shall immediately refer the matter back to the division of family services and take no further action. In all matters referred back to the division of family services, the division of family services shall treat the report in the same manner as other reports of alleged child abuse received by the division. If the report pertains to an alleged incident which arose out of or is related to a spanking administered by certificated personnel of a school district pursuant to a written policy of discipline or a report made for the sole purpose of harassing a public school employee, a notification of the reported child abuse shall be sent by the superintendent of schools or the president of the school board to the juvenile officer of the county in which the alleged incident occurred. The report shall be jointly investigated by the juvenile officer or a law enforcement officer designated by the juvenile officer and the superintendent of schools or, if the subject of the report is the superintendent of schools, by the juvenile officer or a law enforcement officer designated by the juvenile officer and the president of the school board or such president's designee. The investigation shall begin no later than forty-eight hours after notification from the division of family services is received, and shall consist of, but need not be limited to, interviewing and recording statements of the child and the child's parents or

guardian within two working days after the start of the investigation, of the school district personnel allegedly involved in the report, and of any witnesses to the alleged incident. The juvenile officer or a law enforcement officer designated by the juvenile officer and the investigating school district personnel shall issue separate reports of their findings and recommendations after the conclusion of the investigation to the school board of the school district within seven days after receiving notice from the division of family services. The reports shall contain a statement of conclusion as to whether the report of alleged child abuse is substantiated or is unsubstantiated. The school board shall consider the separate reports and shall issue its findings and conclusions and the action to be taken, if any, within seven days after receiving the last of the two reports. The findings and conclusions shall be made in substantially the following form:

(1) The report of the alleged child abuse is unsubstantiated. The juvenile officer or a law enforcement officer designated by the juvenile officer and the investigating school board personnel agree that the evidence shows that no abuse occurred;

(2) The report of the alleged child abuse is substantiated. The juvenile officer or a law enforcement officer designated by the juvenile officer and the investigating school district personnel agree that the evidence is sufficient to support a finding that the alleged incident of child abuse did occur;

(3) The issue involved in the alleged incident of child abuse is unresolved. The juvenile officer or a law enforcement officer designated by the juvenile officer and the investigating school personnel are unable to agree on their findings and conclusions on the alleged incident.

9. The findings and conclusions of the school board shall be sent to the division of family services. If the findings and conclusions of the school board are that the report of the alleged child abuse is unsubstantiated, the investigation shall be terminated, the case closed, and no record shall be entered in the division of family services central registry. If the findings and conclusions of the school board are that the report of the alleged child abuse is substantiated, the division of family services shall report the incident to the prosecuting attorney of the appropriate county along with the findings and conclusions of the school district and shall include the information in the division's central registry. If the findings and conclusions of the school board are that the issue involved in the alleged incident of child abuse is unresolved, the division of family services shall report the incident to the prosecuting attorney of the appropriate county along with the findings and conclusions of the school board, however, the incident and the names of the parties allegedly involved shall not be entered into the central registry of the division of family services unless and until the alleged child abuse is substantiated by a court of competent jurisdiction.

10. Any superintendent of schools, president of a school board or such person's designee, or juvenile officer who knowingly falsifies any report of any matter pursuant to this section or who knowingly withholds any information relative to any investigation or report pursuant to this section is guilty of a class A misdemeanor.

(L. 1985 H.B. 463 § 5, A.L. 1987 H.B. 302, A.L. 1995 H.B. 345, A.L. 1996 H.B. 1301 & 1298)

*"This act" (H.B. 1301 & 1298) contains numerous sections. Consult Disposition of Sections table for definitive listing.

**Words "to mean" appear here in original rolls, word "as" has been added for clarity.

***160.514. Academic performance standards, adoption by state board, standards-- procedure for adoption--development of written curriculum frameworks--adoption of written curriculum by boards of education.--**

1. By rule and regulation, and consistent with the provisions contained in section 160.526, RSMo, the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for postsecondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people.

2. The state board of education shall convene work groups composed of education professionals to develop and recommend academic performance standards. Separate work groups composed of professionals with appropriate expertise shall be convened for each subject area listed in section 160.518. Active classroom teachers shall constitute the majority of each work group. Teachers serving on such work groups shall be selected by professional teachers' organizations of the state. Additional teachers who are not members of such organizations may serve by appointment of the state board of education.

3. The state board of education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks shall incorporate the academic performance standards adopted by the state board of education pursuant to subsection 1 of this section. The curriculum frameworks shall provide guidance to school districts but shall not be mandates for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.

4. Not later than one year after the development of written curriculum frameworks pursuant to subsection 3 of this section, the board of education of each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills and competencies established pursuant to subsection 1 of this section. Local school boards are encouraged to adopt or develop curricula that are rigorous and ambitious and may, but are not required to, use the curriculum frameworks developed pursuant to subsection 3 of this section. Nothing in this section or this act** shall prohibit school districts, as determined by local boards of education, to develop or adopt curricula that provide for academic standards in addition to those identified by the state board of education pursuant to subsection 1 of this section.

(L. 1993 S.B. 380 § 3)

*Contingent expiration date. See section 143.107.

**"This act" (S.B. 380, 1993) contains numerous sections. Consult Disposition of Sections table for definitive listing.

(1996) Contingent referendum provision was found to be an unconstitutional delegation of legislative authority thereby making section 143.107 void. Akin v. Director of Revenue, 934 S.W.2d 295 (Mo.banc 1996).

167.115 Juvenile officer to report to superintendent, when, how-- superintendent to report certain acts, to whom--notice of suspension or expulsion to court--superintendent to consult.--

1. Notwithstanding any provision of chapter 211, RSMo, or chapter 610, RSMo, to the contrary, the juvenile officer shall, as soon as reasonably practical, notify the superintendent, or the superintendent's designee, of the school district in which the pupil is enrolled when a petition is filed pursuant to subsection 1 of section 211.031, RSMo, alleging that the pupil has committed one of the following acts:

- (1) First degree murder under section 565.020, RSMo;
- (2) Second degree murder under section 565.021, RSMo;
- (3) Kidnapping under section 565.110, RSMo;
- (4) First degree assault under section 565.050, RSMo;
- (5) Forcible rape under section 566.030, RSMo;
- (6) Forcible sodomy under section 566.060, RSMo;
- (7) Burglary in the first degree under section 569.160, RSMo;
- (8) Robbery in the first degree under section 569.020, RSMo;
- (9) Distribution of drugs under section 195.211, RSMo;
- (10) Distribution of drugs to a minor under section 195.212, RSMo;
- (11) Arson in the first degree under section 569.040, RSMo;
- (12) Voluntary manslaughter under section 565.023, RSMo;
- (13) Involuntary manslaughter under section 565.024, RSMo;
- (14) Second degree assault under section 565.060, RSMo;
- (15) Sexual assault under section 566.040, RSMo;
- (16) Felonious restraint under section 565.120, RSMo;
- (17) Property damage in the first degree under section 569.100, RSMo; or
- (18) The possession of a weapon under chapter 571, RSMo.

2. The notification shall be made orally or in writing, in a timely manner, no later than five days following the filing of the petition. If the report is made orally, written notice shall follow in a timely manner. The notification shall include a complete description of the conduct the pupil is alleged to have committed and the dates the conduct occurred but shall not include the name of any victim.

3. The superintendent or the designee of the superintendent shall report such information to teachers and other school district employees with a need to know while acting within the scope of their assigned duties. Any information received by school district officials pursuant to this section shall be received in confidence and used for the limited purpose of assuring that good order and discipline is maintained in the school. This information shall not be used as the sole basis for not providing educational services to a pupil.

4. The superintendent shall notify the appropriate division of the juvenile or family court upon any pupil's suspension for more than ten days or expulsion of any pupil that the school district is aware is under the jurisdiction of the court.

5. The superintendent or the superintendent's designee may be called to serve in a consultant capacity at any dispositional proceedings pursuant to section 211.031, RSMo, which may involve reference to a pupil's academic treatment plan.

(L. 1996 H.B. 1301 & 1298 § 1)

167.117 Principal, teachers, school employees to report certain acts, to whom, exceptions--limit on liability--penalty.--

1. In any instance when any person is believed to have committed an act which if committed by an adult would be assault in the first, second or third degree, sexual assault, or deviate sexual assault against a pupil or school employee, while on school property, including a school bus in service on behalf of the district, or while involved in school activities, the principal shall immediately report such incident to the appropriate local law enforcement agency and to the superintendent, except in any instance when any person is believed to have committed an act which if committed by an adult would be assault in the third degree and a written agreement as to the procedure for the reporting of such incidents of third degree assault has been executed between the superintendent of the school district and the appropriate local law enforcement agency, the principal shall report such incident to the appropriate local law enforcement agency in accordance with such agreement.

2. In any instance when a pupil is discovered to have on or about such pupil's person, or among such pupil's possessions, or placed elsewhere on the school premises, any controlled substance as defined in section 195.010, RSMo, or any weapon as defined in subsection 4 of section 160.261, RSMo, in violation of school policy, the principal shall immediately report such incident to the appropriate local law enforcement agency and to the superintendent.

3. In any instance when a teacher becomes aware of an assault as set forth in subsection 1 of this section or finds a pupil in possession of a weapon or controlled substances as set forth in subsection 2 of this section, the teacher shall immediately report such incident to the principal.

4. A school employee, superintendent or such person's designee who in good faith provides information to police under subsection 1 or 2 of this section shall not be civilly liable for providing such information.

5. Any school official responsible for reporting pursuant to this section or section 160.261, RSMo, who willfully neglects or refuses to perform this duty shall be subject to the penalty established pursuant to section 162.091, RSMo.

(L. 1996 H.B. 1301 & 1298 § 2, A.L. 1997 H.B. 641 & 593)

167.122 Placed pupils, notification of district, distribution of information.--

1. Notwithstanding any provisions of chapter 211, RSMo, or chapter 610, RSMo, to the contrary the juvenile officer or an employee of the division of family services shall notify the school district that a child under judicial custody pursuant to subsection 3 of section 211.031, RSMo, is being enrolled in that district or that a child already enrolled has been taken into judicial custody.

2. The notification shall be given to the superintendent of schools or a designee, either orally or in writing, at the time of enrollment or no later than five days following the court taking custody of the child under subsection 3 of section 211.031, RSMo. If the report is made orally, written notice shall follow in a timely manner. The notification shall describe any conduct that involved physical force with the intent to do serious bodily harm to another person but shall not include the name of any victim other than the child.

3. The superintendent or a designee is authorized to share this information with teachers and other school district employees with a need to know while acting within the scope of their assigned duties pursuant to subsection 2 of section 160.261, RSMo. Any information received by school district officials pursuant to this section shall be received in confidence and used for the limited purposes of assuring that good order and discipline is maintained in the school, or for intervention and counseling purposes for the benefit of the child. The information shall not be part of the child's permanent record. The information shall not be used as the sole basis for denying educational services to a pupil.

(L. 1998 H.B. 1683)

167.123 Notification to superintendent, when, manner--responsibility of superintendent upon notification--confidentiality of information.--

1. Notwithstanding any other provisions of this chapter, or chapter 610, RSMo, to the contrary, the juvenile officer or an employee of the division of family services shall notify the superintendent of the school district in which the child is enrolled, or the superintendent's designee, upon request by the superintendent or designee regarding such child, when a case is active regarding the child.

2. The notification shall be made orally or in writing, in a timely manner, no later than five days following the request by the superintendent or designee. If the report is made orally, written notice shall follow in a timely manner. The notification shall include a complete description of the case involving the pupil, the conduct the child is alleged to have committed, if any, and the dates the conduct occurred but shall not include the name of any victim other than the child.

3. The superintendent or the designee of the superintendent shall report such information to teachers and other school district employees with a need to know while acting within the scope of their assigned duties. Any information received by school district officials pursuant to this section shall be received in confidence and used for the limited purposes of assuring that good order and discipline is maintained in the school, or for intervention and counseling purposes for the benefit of the child. The information shall not be part of the child's permanent record. The information shall not be used as the sole basis for not providing educational services to a pupil.

(L. 1998 H.B. 971 § 2)

167.161 Suspension or expulsion of pupil--notice--hearing--felony violation, grounds for suspension.--

1. The school board of any district, after notice to parents or others having custodial care and a hearing upon charges preferred, may suspend or expel a pupil for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the pupils. In addition to the authority granted in section 167.171, a school board may authorize, by general rule, the immediate removal of a pupil upon a finding by the principal, superintendent, or school board that the pupil poses a threat of harm to such pupil or others, as evidenced by the prior conduct of such pupil. Prior disciplinary actions shall not be used as the sole basis for removal, suspension or expulsion of a pupil. Removal of any pupil who is a student with a disability is subject to state and federal procedural rights. At the hearing upon any such removal, suspension or expulsion, the board shall consider the evidence and statements that the parties present and may consider records of past disciplinary actions, criminal court records or juvenile court records consistent with other provisions of the law, or the actions of the pupil which would constitute a criminal offense. The board may provide by general rule not inconsistent with this section for the procedure and conduct of such hearings. After meeting with the superintendent or his designee to discuss the expulsion, the parent, custodian or the student, if at least eighteen years of age, may, in writing, waive any right to a hearing before the board of education.

2. The school board of any district, after notice to parents or others having custodial care and a hearing upon the matter, may suspend a pupil upon a finding that the pupil has been charged, convicted or pled guilty in a court of general jurisdiction for the commission of a felony criminal violation of state or federal law. At a hearing required by this subsection, the board shall consider statements that the parties present. The board may provide for the procedure and conduct of such hearings.

3. The school board shall make a good-faith effort to have the parents or others having custodial care present at any such hearing. Notwithstanding any other provision of law to the contrary, student discipline hearings or proceedings related to the rights of students to attend school or to receive academic credit shall not be required to comply with the requirements applicable to contested case hearings as provided in chapter 536, RSMo, provided that appropriate due process procedures shall be observed which shall include the right for a trial de novo by the circuit court.

(L. 1963 p. 200 § 8-16, A.L. 1995 174, et al., A.L. 1996 H.B. 791 and H.B. 1301 & 1298, A.L. 1997 H.B. 641 & 593)

(Source: RSMo 1959 §§ 163.010, 165.393)

167.171 Summary suspension of pupil--appeal--grounds for suspension-- procedure--conference required, when--statewide suspension, when.--

1. The school board in any district, by general rule and for the causes provided in section 167.161, may authorize the summary suspension of pupils by principals of schools for a period not to exceed ten school days and by the superintendent of schools for a period not to exceed one hundred and eighty school days. In case of a suspension by the superintendent for more than ten school days, the pupil, the pupil's parents or others having such pupil's custodial care may appeal the decision of the superintendent to the board or to a committee of board members appointed by the president of the board which shall have full authority to act in lieu of the board. Any suspension by a principal shall be immediately reported to the superintendent who may revoke the suspension at any time. In event of an appeal to the board, the superintendent shall promptly transmit to it a full report in writing of the facts relating to the suspension, the action taken by the superintendent and the reasons therefor and the board, upon request, shall grant a hearing to the appealing party to be conducted as provided in section 167.161.

2. No pupil shall be suspended unless:

(1) The pupil shall be given oral or written notice of the charges against such pupil;

(2) If the pupil denies the charges, such pupil shall be given an oral or written explanation of the facts which form the basis of the proposed suspension;

(3) The pupil shall be given an opportunity to present such pupil's version of the incident; and

(4) In the event of a suspension for more than ten school days, where the pupil gives notice that such pupil wishes to appeal the suspension to the board, the suspension shall be stayed until the board renders its decision, unless in the judgment of the superintendent of schools, or of the district superintendent, the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

3. No school board shall readmit or enroll a pupil properly suspended for more than ten consecutive school days for an act of school violence as defined in subsection 2 of section 160.261, RSMo, or suspended or expelled pursuant to this section or section 167.161 or otherwise permit such pupil to attend school without first holding a conference to review the conduct that resulted in the expulsion or suspension and any remedial actions needed to prevent any future occurrences of such or related conduct. The conference shall include the appropriate school officials including any teacher employed in that district directly involved with the conduct that resulted in the suspension or expulsion, the pupil, the parent or guardian of the pupil or any agency having legal jurisdiction, care, custody or control of the pupil. The school board shall notify in writing the parents or guardians and all other parties of the time, place, and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. Notwithstanding any provision of this subsection to the contrary, no pupil shall be readmitted or enrolled if:

(1) Such pupil has been convicted of; or

(2) An indictment or information has been filed alleging that the pupil has committed one of the acts enumerated in subdivision (4) of this subsection to which there has been no final judgment; or

(3) A petition has been filed pursuant to section 211.091, RSMo, alleging that the pupil has committed one of the acts enumerated in subdivision (4) of this subsection to which there has been no final judgment; or

(4) The pupil has been adjudicated to have committed an act which if committed by an adult would be one of the following:

(a) First degree murder under section 565.020, RSMo;

(b) Second degree murder under section 565.021, RSMo;

(c) First degree assault under section 565.050, RSMo;

(d) Forcible rape under section 566.030, RSMo;

(e) Forcible sodomy under section 566.060, RSMo;

(f) Robbery in the first degree under section 569.020, RSMo;

(g) Distribution of drugs to a minor under section 195.212, RSMo;

(h) Arson in the first degree under section 569.040, RSMo;

(i) Kidnapping, when classified as a class A felony under section 565.110, RSMo.

Nothing in this subsection shall prohibit the readmittance or enrollment of any pupil if a petition has been dismissed, or when a pupil has been acquitted or adjudicated not to have committed any of the

above acts. This subsection shall not apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student's disability.

4. If a pupil is attempting to enroll in a school district during a suspension or expulsion from another school district, a conference with the superintendent or the superintendent's designee may be held at the request of the parent, court appointed legal guardian, someone acting as a parent as defined by rule in the case of a special education student, or the pupil to consider if the conduct of the pupil would have resulted in a suspension or expulsion in the district in which the pupil is enrolling. Upon a determination by the superintendent or the superintendent's designee that such conduct would have resulted in a suspension or expulsion in the district in which the pupil is enrolling or attempting to enroll, the school district may make such suspension or expulsion from another district effective in the district in which the pupil is enrolling or attempting to enroll. Upon a determination by the superintendent or the superintendent's designee that such conduct would not have resulted in a suspension or expulsion in the district in which the student is enrolling or attempting to enroll, the school district shall not make such suspension or expulsion effective in its district in which the student is enrolling or attempting to enroll.

(L. 1963 p. 200 § 8-17, A.L. 1969 p. 274, A.L. 1973 H.B. 158, A.L. 1977 H.B. 130, A.L. 1986 S.B. 707, A.L. 1987 H.B. 384 Revision, A.L. 1995 H.B. 174, et al., A.L. 1996 H.B. 1301 & 1298)
(Source: RSMo 1959 § 165.393)

167.273 Program of parent education--pregnant teens, teen parents--at-risk families, characteristics--potential dropouts, characteristics.--

A local school district shall be eligible for additional state aid, subject to appropriations, for a program of parent education pursuant to sections 178.691 to 178.699, RSMo, which is established in one or more high schools of the district to serve pregnant teens and teen parents enrolled as pupils in the district, and for a program of parent education which is designed to assist at-risk families who exhibit the characteristics which produce at-risk children. The term "at-risk" is used to describe those families who exhibit the characteristics which may produce children likely to drop out of school, which characteristics may include, but need not be limited to, single parent households, chemical dependencies, unemployment, low educational attainment of the parent or parents, numerous family relocations, referral to mental health or social service agencies, and involvement with the corrections system of this state; and to describe those children who exhibit the characteristics of potential school dropouts, which characteristics may include, but need not be limited to, high absentee rate, high truancy rate, low academic achievement, referrals to mental health or social services agencies, recurring discipline problems, and involvement with the juvenile justice system of this state.

(L. 1990 S.B. 740 § 7)

170.046 School-based nonviolent conflict resolution program materials--development, content, availability.--

1. The department of health shall, in consultation with the department of elementary and secondary education, develop program materials for use by school districts in this state, to be known as "School-Based Nonviolent Conflict Resolution", which shall emphasize:

- (1) Nonviolence in conflict resolution; and
- (2) Moral and ethical decision making.

2. The program material developed pursuant to this section may be presented by school districts at least once each school year in grades kindergarten through grade twelve. Such program material shall be made available to all schools including private and parochial schools and the general public. Students shall receive no academic credit for the program developed pursuant to this section.

(L. 1995 H.B. 174, et al. § 7)

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(L. 1995 H.B. 174, et al. § 7)

195.202 Possession or control of a controlled substance, penalty.--

1. Except as authorized by sections 195.005 to 195.425, it is unlawful for any person to possess or have under his control a controlled substance.
2. Any person who violates this section with respect to any controlled substance except thirty-five grams or less of marijuana is guilty of a class C felony.
3. Any person who violates this section with respect to not more than thirty-five grams of marijuana is guilty of a class A misdemeanor.

(L. 1989 S.B. 215 & 58)

195.212 Unlawful distribution to a minor, penalty.--

1. A person commits the offense of unlawful distribution of a controlled substance to a minor if he violates section 195.211 by distributing or delivering any controlled substance to a person under seventeen years of age who is at least two years that person's junior.

2. Unlawful distribution of a controlled substance to a minor is a class B felony.

3. It is not a defense to a violation of this section that the defendant did not know the age of the person to whom he was distributing or delivering.

(L. 1989 S.B. 215 & 58)

195.213 Unlawful purchase or transport with a minor, penalty.--

1. A person commits the crime of unlawful purchase or transport of a controlled substance with a minor if he knowingly permits a minor child to purchase or transport illegally obtained controlled substances.

2. Unlawful purchase or transport of a controlled substance with a minor is a class B felony.

(L. 1989 S.B. 215 & 58)

195.214 Distribution of a controlled substance near schools, penalty.--

1. A person commits the offense of distribution of a controlled substance near schools if such person violates section 195.211 by unlawfully distributing or delivering any controlled substance to a person in or on, or within two thousand feet of, the real property comprising a public or private elementary or secondary school, public vocational school, or a public or private junior college, college or university or on any school bus.

2. Distribution of a controlled substance near schools is a class A felony.

(L. 1989 S.B. 215 & 58, A.L. 1996 H.B. 1301 & 1298)

311.325 Purchase or possession by minor, a misdemeanor--container need not be opened and contents verified, when--burden of proof on violator to prove not intoxicating liquor.--

Any person under the age of twenty-one years, who purchases or attempts to purchase, or has in his possession, any intoxicating liquor as defined in section 311.020 is guilty of a misdemeanor. For purposes of prosecution under this section or any other provision of this chapter involving an alleged illegal sale or transfer of intoxicating liquor to a person under twenty-one years of age, a manufacturer-sealed container describing that there is intoxicating liquor therein need not be opened or the contents therein tested to verify that there is intoxicating liquor in such container. The alleged violator may allege that there was not intoxicating liquor in such container, but the burden of proof of such allegation is on such person, as it shall be presumed that such a sealed container describing that there is intoxicating liquor therein contains intoxicating liquor.

(L. 1959 H.B. 248 § 1, A.L. 1994 S.B. 693)
Effective 1-1-95

CROSS REFERENCE

Nonintoxicating beer container need not be open or tested to prove nonintoxicating beer, burden of proof on offender, (See Vol. 4, RSMo 1994) RSMo 312.407

571.010 Definitions.--

As used in this chapter:

(1) "Antique, curio or relic firearm" means any firearm so defined by the National Gun Control Act, 18 U.S.C. Title 26, Section 5845, and the United States Treasury/Bureau of Alcohol Tobacco and Firearms, 27 CFR section 178.11:

(a) Antique firearm is any firearm not designed or redesigned for using rim fire or conventional center fire ignition with fixed ammunition and manufactured in or before 1898, said ammunition not being manufactured any longer; this includes any matchlock, wheel lock, flintlock, percussion cap or similar type ignition system, or replica thereof;

(b) Curio or relic firearm is any firearm deriving value as a collectible weapon due to its unique design, ignition system, operation or at least fifty years old, associated with a historical event, renown personage or major war;

(2) "Blackjack" means any instrument that is designed or adapted for the purpose of stunning or inflicting physical injury by striking a person, and which is readily capable of lethal use;

(3) "Concealable firearm" means any firearm with a barrel less than sixteen inches in length, measured from the face of the bolt or standing breech;

(4) "Deface" means to alter or destroy the manufacturer's or importer's serial number or any other distinguishing number or identification mark;

(5) "Explosive weapon" means any explosive, incendiary, or poison gas bomb or similar device designed or adapted for the purpose of inflicting death, serious physical injury, or substantial property damage; or any device designed or adapted for delivering or shooting such a weapon;

(6) "Firearm" means any weapon that is designed or adapted to expel a projectile by the action of an explosive;

(7) "Firearm silencer" means any instrument, attachment, or appliance that is designed or adapted to muffle the noise made by the firing of any firearm;

(8) "Gas gun" means any gas ejection device, weapon, cartridge, container or contrivance other than a gas bomb, that is designed or adapted for the purpose of ejecting any poison gas that will cause death or serious physical injury, but not any device that ejects a repellant or temporary incapacitating substance;

(9) "Intoxicated" means substantially impaired mental or physical capacity resulting from introduction of any substance into the body;

(10) "Knife" means any dagger, dirk, stiletto, or bladed hand instrument that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. For purposes of this chapter, "knife" does not include any ordinary pocketknife with no blade more than four inches in length;

(11) "Knuckles" means any instrument that consists of finger rings or guards made of a hard substance that is designed or adapted for the purpose of inflicting serious physical injury or death by striking a person with a fist enclosed in the knuckles;

(12) "Machine gun" means any firearm that is capable of firing more than one shot automatically, without manual reloading, by a single function of the trigger;

(13) "Projectile weapon" means any bow, crossbow, pellet gun, slingshot or other weapon that is not a firearm, which is capable of expelling a projectile that could inflict serious physical injury or death by striking or piercing a person;

(14) "Rifle" means any firearm designed or adapted to be fired from the shoulder and to use the energy of the explosive in a fixed metallic cartridge to fire a projectile through a rifled bore by a single function of the trigger;

(15) "Short barrel" means a barrel length of less than sixteen inches for a rifle and eighteen inches for a shotgun, both measured from the face of the bolt or standing breech, or an overall rifle or shotgun length of less than twenty-six inches;

(16) "Shotgun" means any firearm designed or adapted to be fired from the shoulder and to use the energy of the explosive in a fixed shotgun shell to fire a number of shot or a single projectile through a smooth bore barrel by a single function of the trigger;

(17) "Spring gun" means any fused, timed or nonmanually controlled trap or device designed or adapted to set off an explosion for the purpose of inflicting serious physical injury or death;

(18) "Switchblade knife" means any knife which has a blade that folds or closes into the handle or sheath, and

(a) That opens automatically by pressure applied to a button or other device located on the handle; or

(b) That opens or releases from the handle or sheath by the force of gravity or by the application of centrifugal force.

(L. 1981 H.B. 296, A.L. 1998 S.B. 496)

***571.030. Unlawful use of weapons--exceptions--penalties.--**

1. A person commits the crime of unlawful use of weapons if he knowingly:

(1) Carries concealed upon or about his person a knife, a firearm, a blackjack or any other weapon readily capable of lethal use; or

(2) Sets a spring gun; or

(3) Discharges or shoots a firearm into a dwelling house, a railroad train, boat, aircraft, or motor vehicle as defined in section 302.010, RSMo, or any building or structure used for the assembling of people; or

(4) Exhibits, in the presence of one or more persons, any weapon readily capable of lethal use in an angry or threatening manner; or

(5) Possesses or discharges a firearm or projectile weapon while intoxicated; or

(6) Discharges a firearm within one hundred yards of any occupied school house, courthouse, or church building; or

(7) Discharges or shoots a firearm at a mark, at any object, or at random, on, along or across a public highway or discharges or shoots a firearm into any outbuilding; or

(8) Carries a firearm or any other weapon readily capable of lethal use into any church or place where people have assembled for worship, or into any school, or into any election precinct on any election day, or into any building owned or occupied by any agency of the federal government, state government, or political subdivision thereof, or into any public assemblage of persons met for any lawful purpose; or

(9) Discharges or shoots a firearm at or from a motor vehicle, as defined in section 301.010, RSMo, while within any city, town, or village, and discharges or shoots a firearm at any person, or at any other motor vehicle, or at any building or habitable structure, unless the person was lawfully acting in self-defense.

2. Subdivisions (1), (3), (4), (6), (7), (8) and (9) of subsection 1 of this section shall not apply to or affect any of the following:

(1) All state, county and municipal law enforcement officers possessing the duty and power of arrest for violation of the general criminal laws of the state or for violation of ordinances of counties or municipalities of the state, or any person summoned by such officers to assist in making arrests or preserving the peace while actually engaged in assisting such officer;

(2) Wardens, superintendents and keepers of prisons, penitentiaries, jails and other institutions for the detention of persons accused or convicted of crime;

(3) Members of the armed forces or national guard while performing their official duty;

(4) Those persons vested by article V, section 1 of the Constitution of Missouri with the judicial power of the state and those persons vested by article III of the Constitution of the United States with the judicial power of the United States, the members of the federal judiciary;

(5) Any person whose bona fide duty is to execute process, civil or criminal;

(6) Any federal probation officer;

(7) Any state probation or parole officer, including supervisors and members of the board of probation and parole; and

(8) Any corporate security advisor meeting the definition and fulfilling the requirements of the regulations established by the board of police commissioners under section 84.340, RSMo.

3. Subdivisions (1), (5) and (8) of subsection 1 of this section do not apply when the actor is transporting such weapons in a nonfunctioning state or in an unloaded state when ammunition is not readily accessible or when such weapons are not readily accessible. Subdivision (1) of subsection 1 of this section does not apply when the actor is also in possession of an exposed firearm or projectile weapon for the lawful pursuit of game, or is in his dwelling unit or upon business premises over which the actor has possession, authority or control, or is traveling in a continuous journey peaceably through this state.

4. Unlawful use of weapons is a class D felony unless committed under subdivision (5), (6), (7) or (8) of subsection 1 of this section, in which cases it is a class B misdemeanor, or subdivision (9) of subsection 1 of this section, in which case it is a class B felony, except that if the violation of subdivision (9) of subsection 1 of this section results in injury or death to another person, it is a class A felony.

5. Violations of subdivision (9) of subsection 1 of this section shall be punished as follows:

(1) For the first violation a person shall be sentenced to the maximum authorized term of imprisonment for a class B felony;

(2) For any violation by a prior offender as defined in section **558.016**, RSMo, a person shall be sentenced to the maximum authorized term of imprisonment for a class B felony without the possibility of parole, probation or conditional release for a term of ten years;

(3) For any violation by a persistent offender as defined in section **558.016**, RSMo, a person shall be sentenced to the maximum authorized term of imprisonment for a class B felony without the possibility of parole, probation, or conditional release;

(4) For any violation which results in injury or death to another person, a person shall be sentenced to an authorized disposition for a class A felony.

6. Any person knowingly aiding or abetting any other person in the violation of subdivision (9) of subsection 1 of this section shall be subject to the same penalty as that prescribed by this section for violations by other persons.

(RSMo 1939 § 4425, A.L. 1959 H.B. 43, A.L. 1981 H.B. 296, A.L. 1993 H.B. 562 and S.B. 250, A.L. 1995 H.B. 160, A.L. 1997 S.B. 367, A.L. 1998 S.B. 478)

Prior revisions: 1929 § 4031; 1919 § 3277; 1909 § 4498

*Transferred 1978; formerly 562.070

CROSS REFERENCES

Civil action for ethnic intimidation, RSMo **537.523** Discharging a firearm or weapon at a railroad train or railmounted work equipment while committing a trespass to railroad property, class D felony, RSMo **389.653** Violation of this section may also be ethnic intimidation, RSMo **574.090**

(1986) A weapon is "on or about a person" if it is within his "easy reach and convenient control". State v. Nebbitt, 713 S.W.2d 49 (Mo. App. 1986).

571.060 Unlawful transfer of weapons, penalty.--

1. A person commits the crime of unlawful transfer of weapons if he:

(1) Knowingly sells, leases, loans, gives away or delivers a firearm or ammunition for a firearm to any person who, under the provisions of section 571.070, is not lawfully entitled to possess such;

(2) Knowingly sells, leases, loans, gives away or delivers a blackjack to a person less than eighteen years old without the consent of the child's custodial parent or guardian, or recklessly, as defined in section 562.016, RSMo, sells, leases, loans, gives away or delivers any firearm to a person less than eighteen years old without the consent of the child's custodial parent or guardian; provided, that this does not prohibit the delivery of such weapons to any peace officer or member of the armed forces or national guard while performing his official duty; or

(3) Recklessly, as defined in section 562.016, RSMo, sells, leases, loans, gives away or delivers a firearm or ammunition for a firearm to a person who is intoxicated.

2. Unlawful transfer of weapons under subdivision (1) of subsection 1 of this section is a class D felony; unlawful transfer of weapons under subdivisions (2) and (3) of subsection 1 of this section is a class A misdemeanor.

(L. 1981 H.B. 296)

575.090 False bomb report.--

1. A person commits the crime of making a false bomb report if he knowingly makes a false report or causes a false report to be made to any person that a bomb or other explosive has been placed in any public or private place or vehicle.

2. Making a false bomb report is a class D felony.

(L. 1977 S.B. 60, A.L. 1996 H.B. 1301 & 1298)

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